

University Of Alberta



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# SPELL/WRITE

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## EVERYONE IS DIFFERENT



There are different ways to write the alphabet letters.  
Here are some other forms of the letters.

Your teacher may suggest that you use forms other  
than the ones in this book. It is important to write  
your letters neatly, the same way each time.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

# SPELL/WRITE

## EDU-MEDIA

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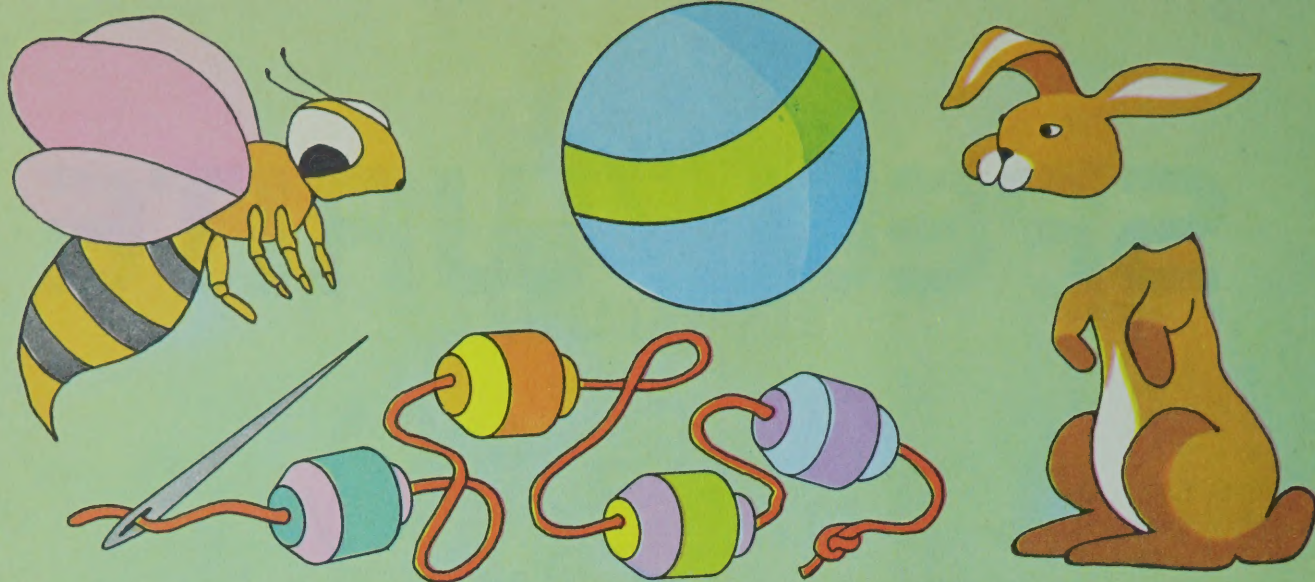
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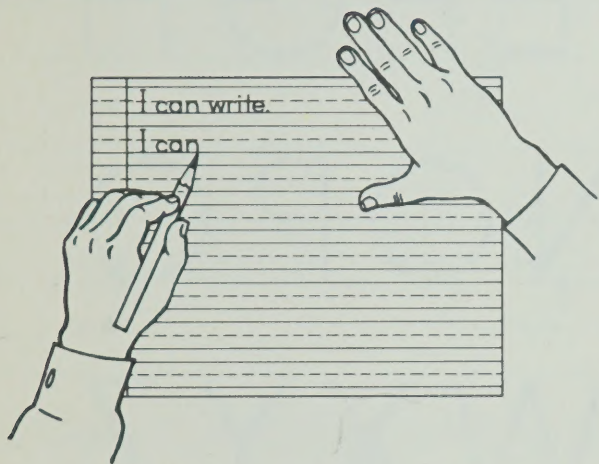


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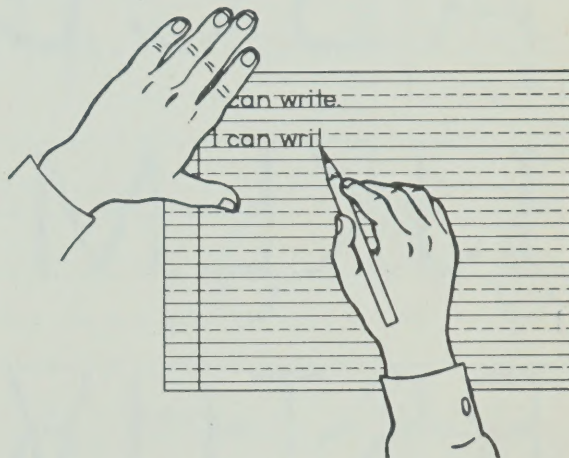
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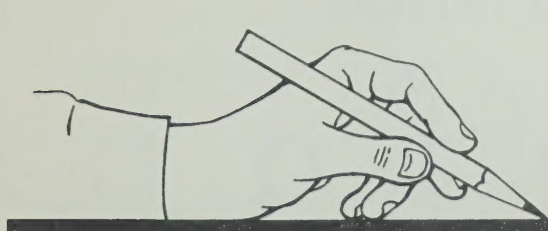
# WRITING AT A DESK



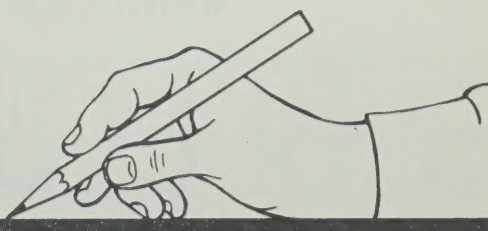
Left-handed writers



Right-handed writers



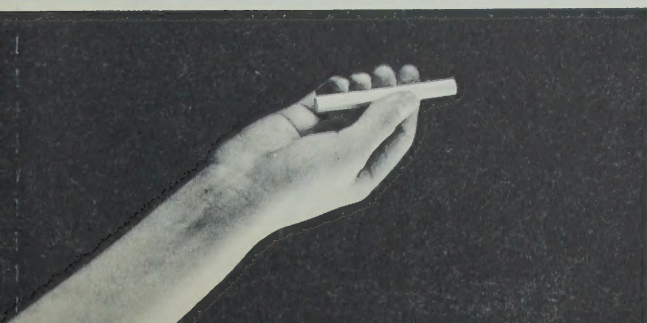
Left-handed writers



Right-handed writers

## WRITING AT THE CHALKBOARD

2722631





## MANUSCRIPT CAPITAL LETTERS

A B C D E F G H

I J K L M N O P Q

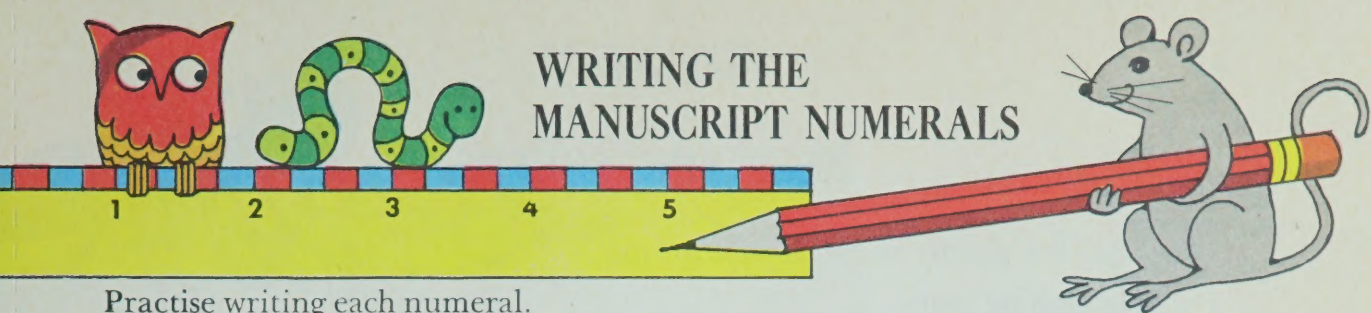
R S T U V W X Y Z

## MANUSCRIPT SMALL LETTERS

a b c d e f g h

i j k l m n o p q

r s t u v w x y z



# WRITING THE MANUSCRIPT NUMERALS

Practise writing each numeral.

1 1 1

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

8 8 8

9 9 9

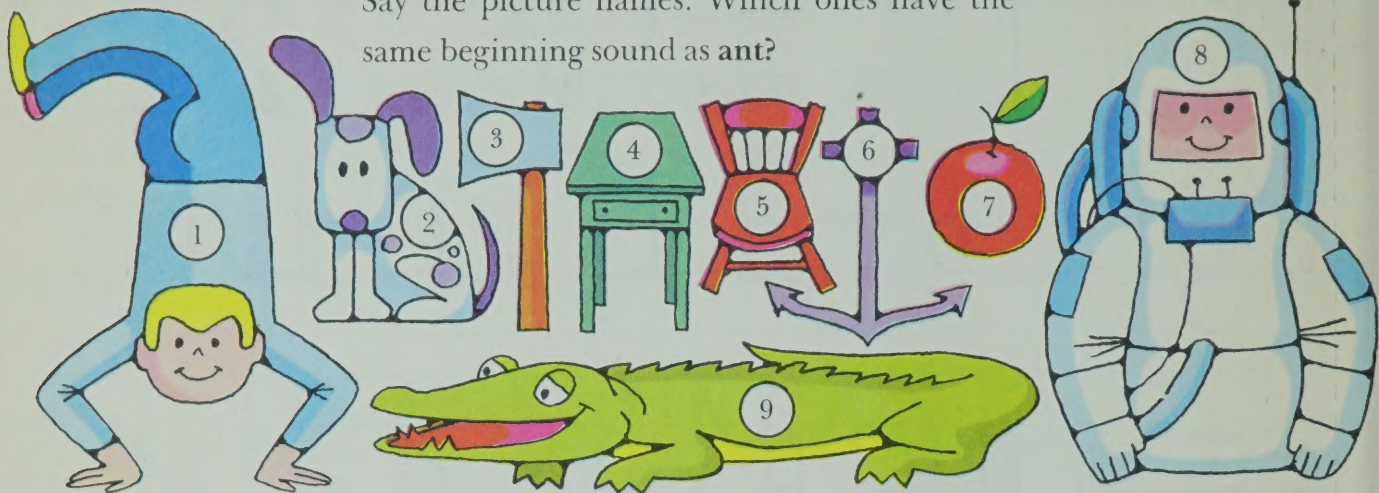
10 10 10

## BEGINNING SOUNDS



Say the picture name. Listen for the beginning sound.

Say the picture names. Which ones have the same beginning sound as **ant**?



Write the numerals below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MORE BEGINNING SOUNDS

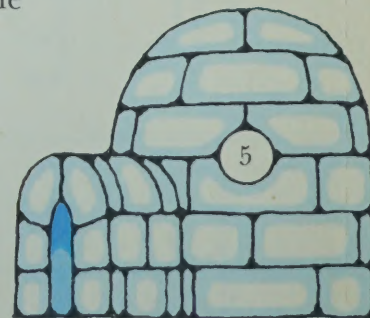
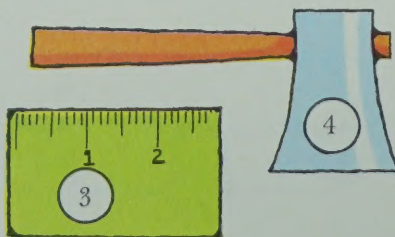
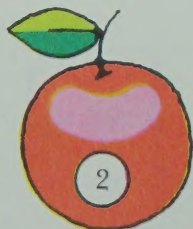
Listen for the beginning sound in the words.

if

is

ill

Say the picture names. Which ones have the same beginning sound as **if**?



Write the numerals .

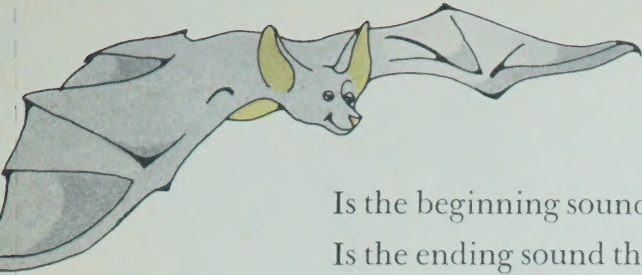
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MIDDLE SOUNDS

Say the picture names.

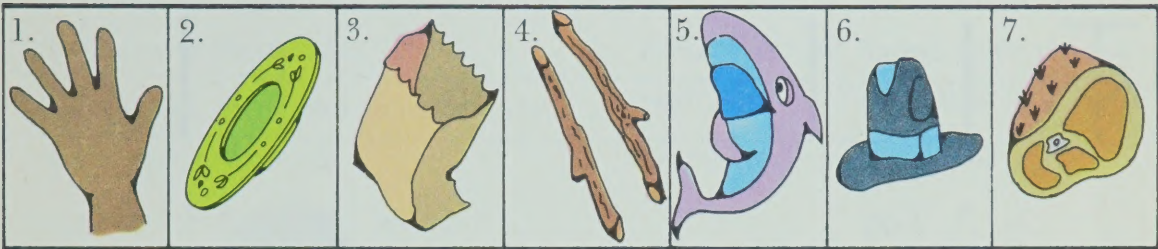
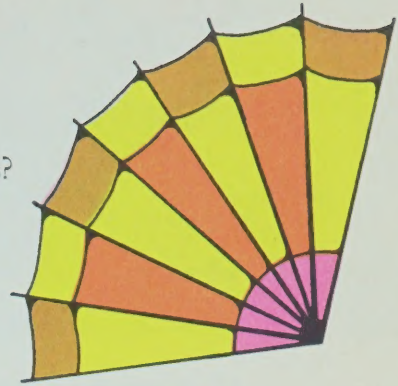


Is the beginning sound the same in both words?

Is the ending sound the same?

Is the middle sound the same?

Say the picture names. Which ones have the middle sound you hear in **bat** and **fan**?



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## MORE MIDDLE SOUNDS

Say the picture name.

Listen for the middle sound in the picture name.

Now find the picture names above that have the middle sound you hear in **pig**.

Write the numerals below.

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---

Some sounds in words are **vowel sounds**. The first sounds in **ant** and **ink** are vowel sounds. So are the middle sounds in **bat** and **pig**.



## WRITE AND REVIEW

Practise each letter.

T T

t t

How are the letters alike?

T L H

t l i

### A Toy

Oh, what is a toy  
That sounds like mop?  
It spins all around  
And comes to a stop.



Write the word that answers the riddle.

bat

block

top

Write the title of the riddle.



Bill will buy the big beach ball.

Say the picture sentence.

Now say just the words that have the same beginning sound.

Name the things in the picture.

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Which picture names have the same beginning sound as **buy** and **big**?

Write the numerals below.

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Which picture names have other beginning sounds?

Write the numerals.

---

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---

Some sounds in words are vowel sounds.

Other sounds in words are **consonant sounds**.

The beginning sound in **beach** and **ball** is a consonant sound. So is the beginning sound of each picture name above.

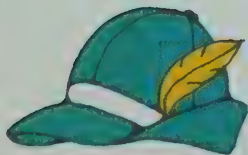
am      at      am      bad      had      fat      cat      hat  
 \_      sad      bat      rat      bag

1. Name the animals you see in the picture and tell what's happening.
2. What vowel sound do you hear in each animal's name?  
 The vowel sound you hear is called the **short a sound**.
3. What letter spells the short a sound in **fat**?
4. Write the letter that belongs in the unfinished words below.

The f a t c \_\_\_\_ t is

in the h \_\_\_\_ t.

5. Name the pictures below. Circle the picture whose name has the vowel sound you hear in **cat**.



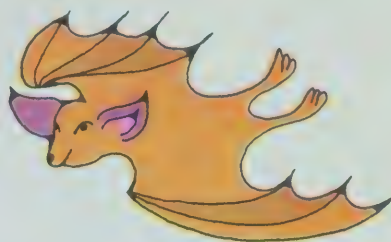
Write all the words you can think of that rhyme with **cat** and **hat**.

# FINISH THE CARTOONS

Say each word. Write the short a list words for each story.

1. am is

I am a bat.



it at

I fly \_\_\_\_\_ night.



2. bud bad

I am a \_\_\_\_\_ rat.

had hid

I wish I \_\_\_\_\_ some cheese.

3. cot cat

I am a \_\_\_\_\_ •

hit hat

I like to sit in a \_\_\_\_\_ •



What vowel sound do you hear in every word you wrote? Write the letter that spells the sound.

Write these words: **sad**, **bat**, **rat**, and **bag**. Circle the letter that spells the vowel sound in each word.

• who too blue •

## WRITE AND REVIEW



Practise each letter.



How are the letters alike?



Copy the sentence.

Al met a cat.

# LOOK AGAIN

## RING AROUND A RHYME

The word **bad** sounds almost like **sad** and **mad**. **Bad, sad, and mad** are **rhyme words**. Circle the words in each line that rhyme with the first word.

1.	bad	sad	mad	bud	mud
2.	ran	can	fan	run	tan
3.	cat	cut	bat	rat	dot
4.	had	sad	hid	bad	pad
5.	hat	hit	sat	not	mat

## LOOK AHEAD

### MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

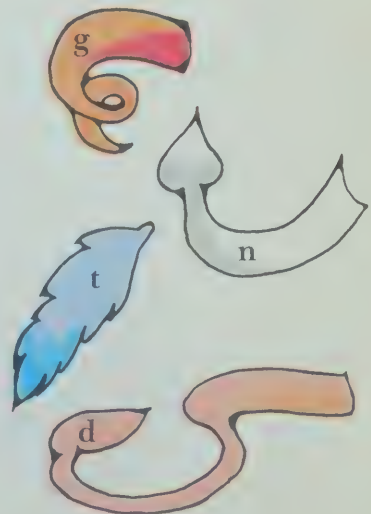
#### Heads



#### Bodies



#### Tails



red      bed      red      get      let      hen      men      ten  
 \_      jet      fed      leg      peg

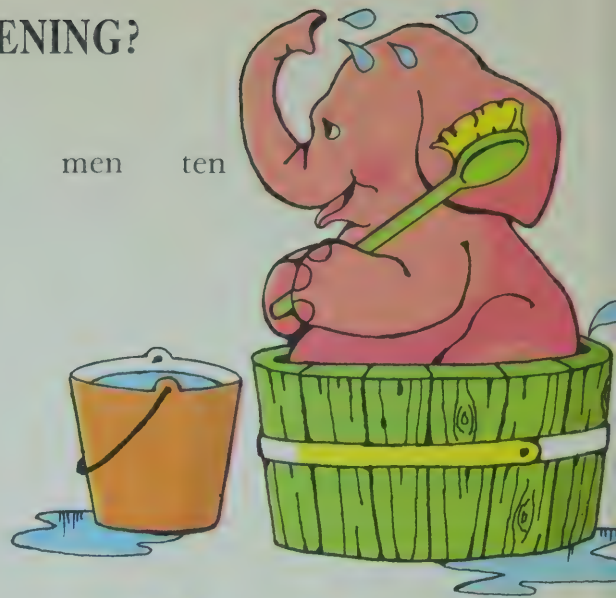
1. Name the animals you see in the pictures and tell what's happening.
2. What vowel sound do you hear in each animal's name?

The vowel sound you hear is called the **short e sound**.

3. What letter spells the short e sound in **red**?
4. Write the letter that belongs in the unfinished words below.

The r e d h \_\_\_\_\_ n has

t \_\_\_\_\_ n eggs.



5. Name the pictures below. Circle the picture whose name has the vowel sound you hear in **red**?

Write all the words you can think of that have the short e vowel sound.



# WRITE THE WORD

Say each word. Write the short e list word that belongs in the sentence.

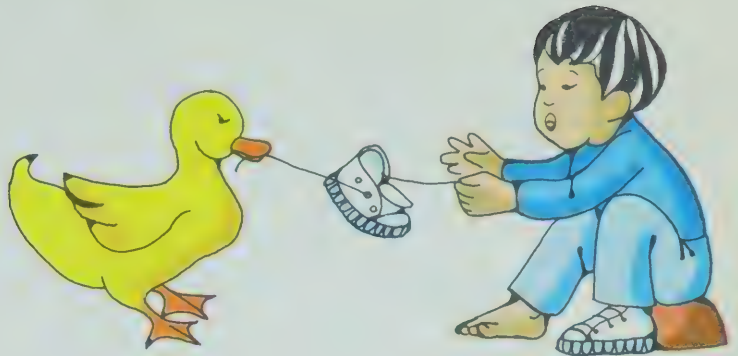
1. let lot

Please let go!



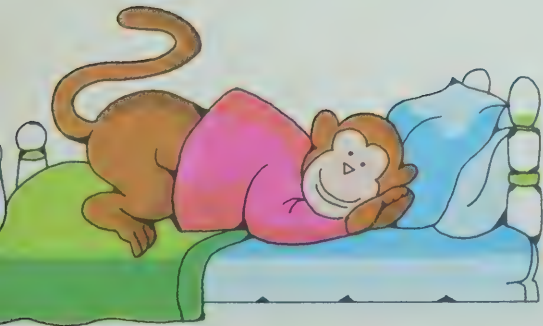
2. men man

The two \_\_\_\_\_ ran away.



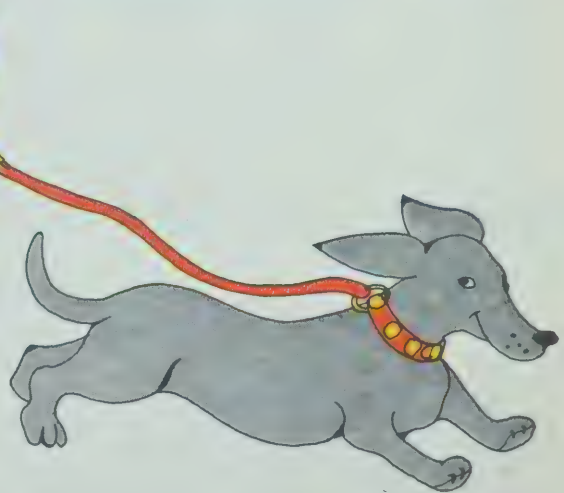
3. get got

Please \_\_\_\_\_ that dog!



4. bed bad

The pet is on the \_\_\_\_\_ .



What vowel sound do you hear in every word you wrote? Write the letter that spells the sound.

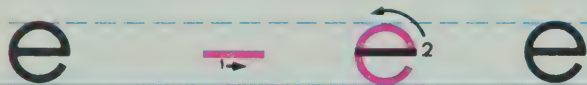
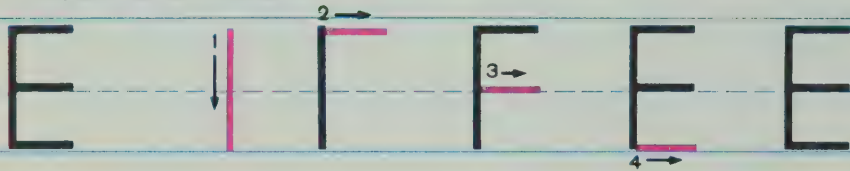
Write these words: **jet, fed, leg** and **peg**. Circle the letter that spells the vowel sound in each word.

• go so no •

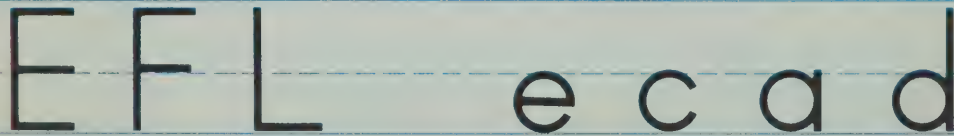
# WRITE AND REVIEW



Practise each letter.



How are the letters alike?



Copy the sentence.

Ellen fed the hen.

## LOOK AGAIN

### CIRCLE THE WORD

Circle the word that is not the same as the other words in the line.

1.	rod	rod	red	rod
2.	get	got	got	got
3.	bud	bud	bud	bed
4.	let	lit	lit	lit

What vowel sound do you hear in every word you circled? What letter is in every word you circled?

## LOOK AHEAD

### DRAW A STORY

Draw pictures for a story about a wet pet who gets lost and is flown home on a jet.

hot      lot      not      hot      hop      top      mop      job  
           cob      rob      fog      hog

1. Name the animal you see in the picture and tell what's happening.
2. What vowel sound do you hear in the animal's name?

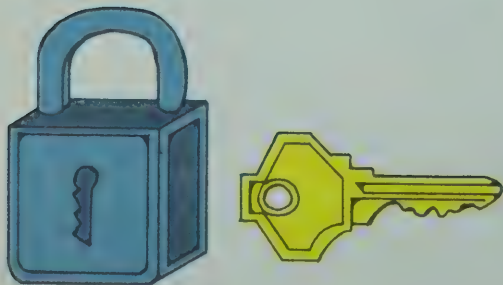
The vowel sound you hear is called the **short o sound**.

3. What letter spells the short o sound in **hop**?
4. Write the letter that belongs in the unfinished words below.

The fox put a l   o   t of

h \_\_\_\_\_ t food on t \_\_\_\_\_ p of  
 the table.

5. Name the pictures below. Circle the picture whose name has the vowel sound you hear in **mop**.



Look at the above picture again. Are there picture names there that have the short o sound? Do they make you think of other words that have the short o sound? Write the words.

## RHYME WORDS

The words **hop**, **top**, and **mop** are rhyme words. Write a list word that rhymes with the two words in the line.

1. hop top

mop

4. lot not

2. rob cob

5. hot lot

3. mop top

6. not hot

What vowel sound do you hear in every word you wrote? Write the letter that spells the sound.

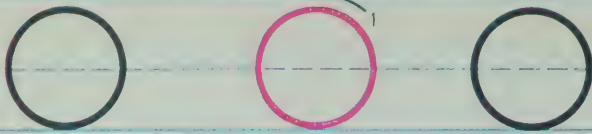
Circle the letter that spells the vowel sound in **cob**, **rob**, **fog**, and **hog**.



• you your yours •

## WRITE AND REVIEW

Practise each letter.



How are the letters alike?



Copy the sentence.

What did Ollie  
do with the mop?

# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.

pot <sup>1</sup>	pet <sup>2</sup>	tap <sup>3</sup>	top <sup>4</sup>
			not <sup>5</sup>
mop <sup>8</sup>	map <sup>7</sup>	net <sup>6</sup>	



# LOOK AHEAD

## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

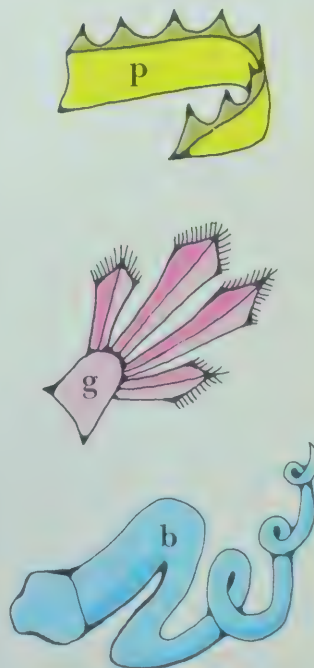
### Heads



### Bodies



### Tails



if is if big pig him his dig  
 sip win pit sit

1. Name the animals you see in the pictures and tell what's happening.
2. What vowel sound do you hear in each animal's name?

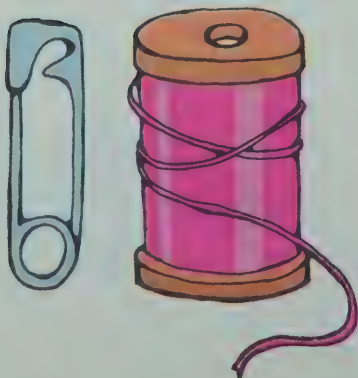
The vowel sound you hear is called the **short i sound**.

3. What letter spells the short i sound in **pig**?
4. Write the letter that belongs in the unfinished words below.

The p i g will d \_\_\_\_\_ g a

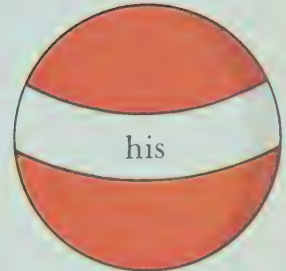
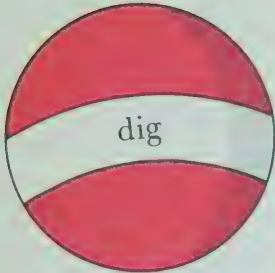
b \_\_\_\_\_ g hole.

5. Name the pictures below. Circle the picture whose name has the vowel sound you hear in **pig**.



Write all the words you can think of that have the same vowel sound as **pig**.

# PLAY BALL



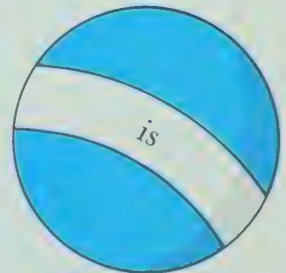
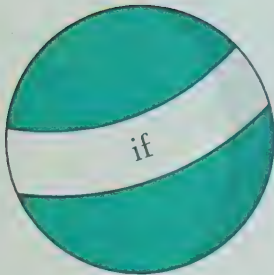
Ask two children to play ball with you.

Player 1: Name a colour.

Player 2: Say the word.

Player 3: Spell the word.

Everyone: Write the words on your paper.

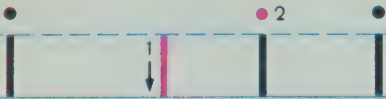
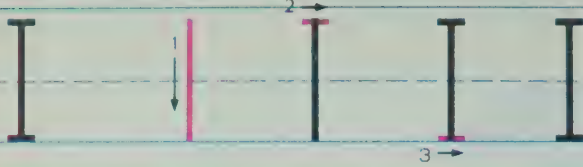


What vowel sound do you hear in every word? Write the letter that spells the sound.

Write these words: **sip**, **win**, **pit**, and **sit**. Circle the letter that spells the vowel sound in each word.

# WRITE AND REVIEW

Practise each letter.



How are the letters alike?



Copy the sentence.

Is he a wiggly  
pig?

## LOOK AGAIN

### CIRCLE THE WORD

Circle the word in each line that is not the same as the other words.

1.	bag	big	bag	bag
2.	ham	ham	him	ham
3.	is	as	as	as
4.	peg	peg	peg	pig

What vowel sound is in every word you circled? What letter is in every word you circled?



## LOOK AHEAD

### NEW WORDS FROM OLD

Use different vowel sounds to make new words from the list words below.

1. him

2. dig

3. big

Write the new words on your paper.

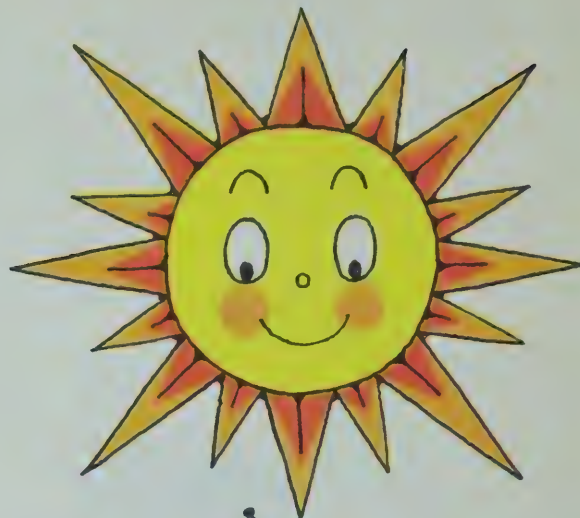
up      us      up      cup      bug      cut      sun      fun  
 pup      rug      tug      nut

1. Name the things you see in the picture and tell what's happening.
2. What vowel sound do you hear in **bug** and **sun**?  
 The vowel sound you hear is called the **short u** sound.
3. What letter spells the short **u** sound in **bug**?
4. Write the letter that belongs in the unfinished words below.

The b u g is having f \_\_\_\_ n

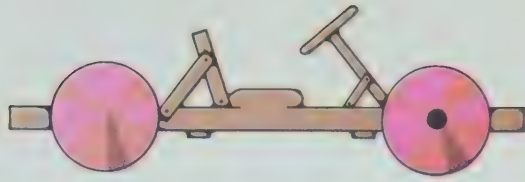
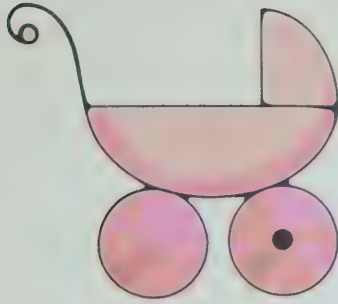
in the s \_\_\_\_ n.

5. Name the pictures below. Circle the picture whose name has the vowel sound you hear in **bug**.



Draw your own picture showing as many list words as you can. Write the list words under your picture.

# SWITCHEROO



Make a list word by switching one letter from the first box to the blank in the second box.

1.

us

u p

3.

cut

c \_ p

2.

up

\_ s

4.

bug

c \_ t

5.

fun

s \_ n

What vowel sound do you hear in every word you wrote? Write the letter that spells the sound.

Write the words **pup**, **rug**, **tug**, and **nut**. Circle the letter that spells the vowel sound in each word.



do

to

two



# WRITE AND REVIEW

Practise each letter.

U U U U

u u u u

How are the letters alike?

U u u i

Copy the sentence.

Up in the cup  
went the bug.



## LOOK AGAIN

### MATCHO

Circle the words in each line that are spelled just like the first word.

1.	cut	cut	cot	cut	cat
2.	fun	fun	fin	fun	fan
3.	bug	bag	bug	bug	big
4.	cup	cup	cap	cup	cup
5.	sun	sub	sun	sat	sun

## LOOK AHEAD

### DRAW A STORY

Draw pictures for a story about a bug that lives in a mud hut.

Circle the letters that are vowels.

a b c d e f g h i j k l m n o p q r s t u v w x y z

### NAME THE PICTURES

1. Write the picture name  
that has the short **a** sound.

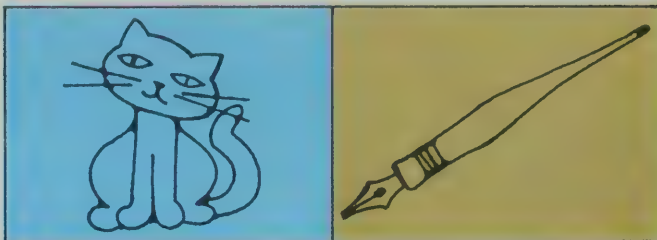
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2. Write the picture name  
that has the short **e** sound.

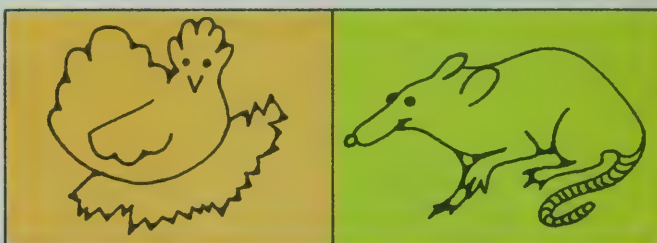
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3. Write the picture name  
that has the short **o** sound.

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4. Write the picture name  
that has the short **i** sound.

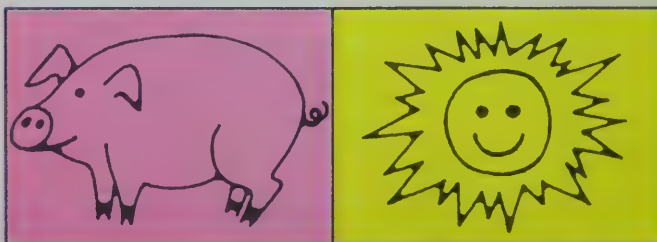
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5. Write the picture name  
that has the short **u** sound.

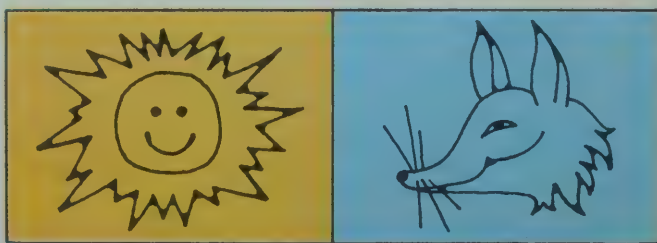
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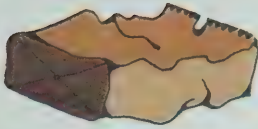
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# PICTURE PAIRS

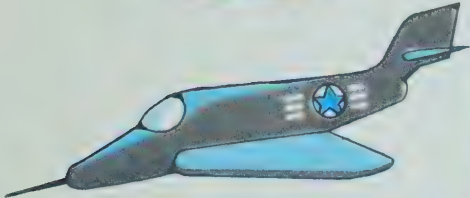
Name the pictures on this page. Write the letter that stands for the short vowel sound in each pair of picture names.

1.



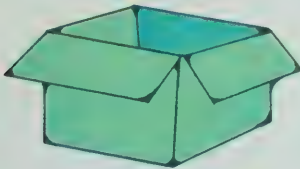
\_\_\_\_\_

2.



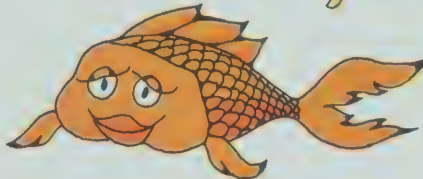
\_\_\_\_\_

3.



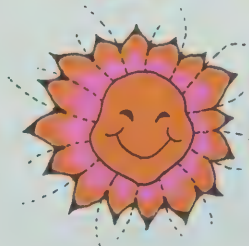
\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

Can you write the names of any of the pictures on this page? How many can you write?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# PUZZLE SOUNDS

gas    pet    cot    yet    tub    can    dug    pop    tin    bit

1. I am in **cut**, **fun**, and **up**. What sound am I?  
Which words on the list have the same  
sound? Write the words.

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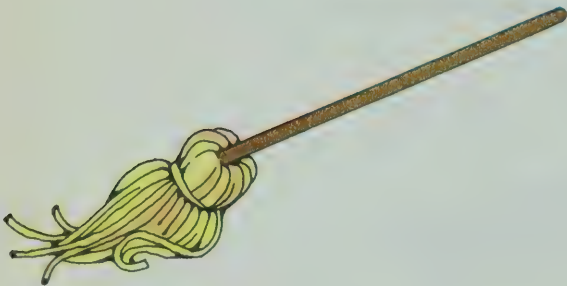


2. I am in **top**, **not**, and **mop**. What sound am I?  
Write the words from the list that have  
the same sound.

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3. I am in **him**, **big**, and **is**. What sound am I?  
Write the words from the list that have the  
same sound.

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4. I am in **at**, **bad**, and **cat**. What sound am I?  
Write the words from the list that have the  
same sound.

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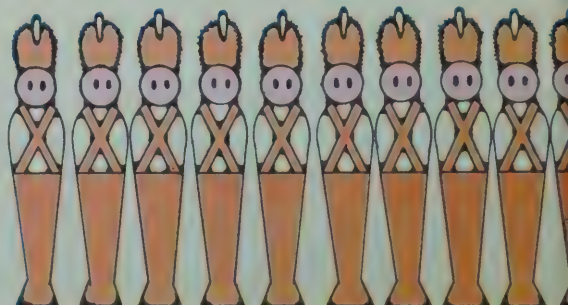


5. I am in **ten**, **red**, and **men**. What sound am I?  
Write the words from the list that have  
the same sound.

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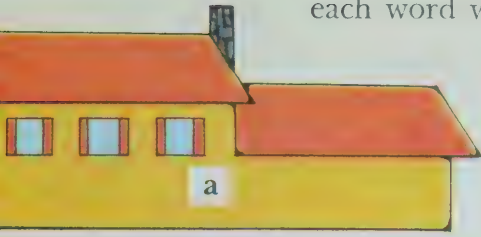
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# VOWEL HOUSES

Listen to the words your teacher says. Write each word where it belongs.



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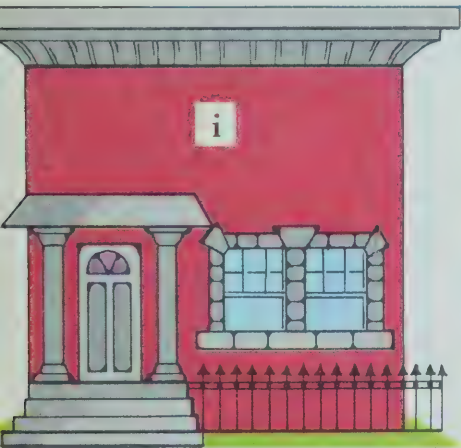
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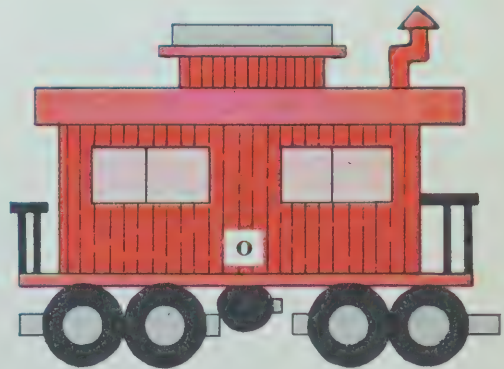
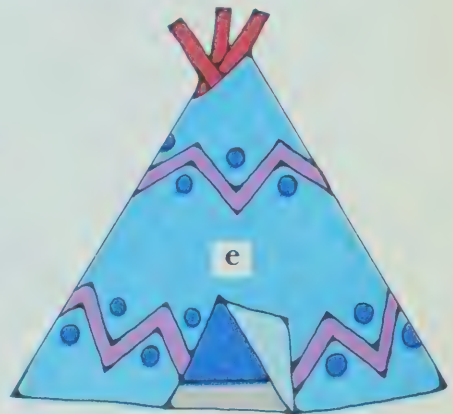
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## BEGINNING SOUNDS

Read the verse together.

Billy beat on the **drum**,  
 Jack sat and ate his **plum**.  
 Sally let the ice cream **drop**,  
 Mary told the dog to **stop**.



Say the words in heavy type. In each word, listen for the sounds that come before the vowel sound. For each word, write the letters that spell these beginning sounds.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# CIRCLE THE SOUNDS

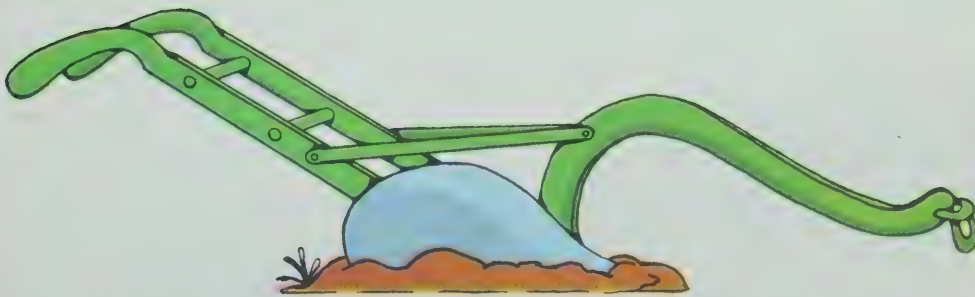
Say each picture name. Listen for the beginning sounds.

For each line, circle the word with the same beginning sounds as the picture name.

1. drum red miss



2. rib crib cob

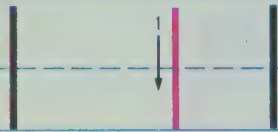
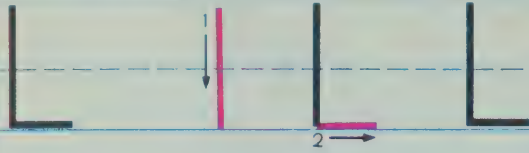


3. pull lot plum

There is a consonant **blend** in some words. In **drop**, the letters **dr** spell a blend. In **plum**, the letters **pl** spell a blend.

# WRITE AND REVIEW

Practise each letter.



How are the letters alike?

L E F l t i

Copy the sentence.

Louie beat the  
drum.



# FINISH THE WORD

Use beginning blends to finish the words in the sentences below. Write the blends.

dr

pl

cr

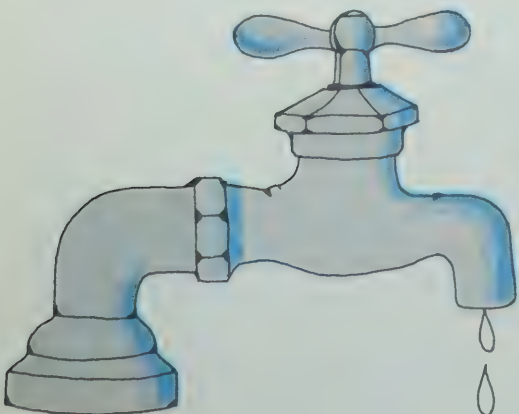
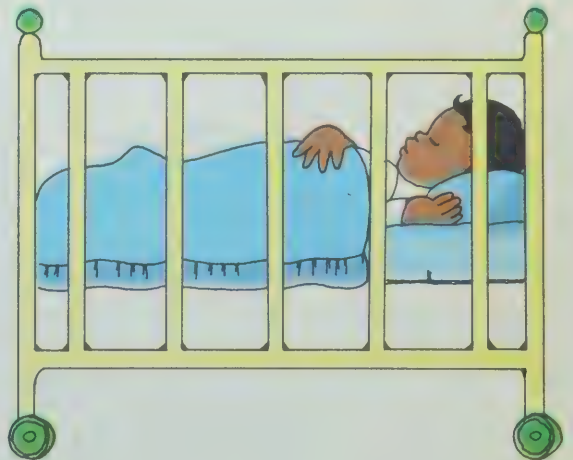
1. Let's dr ag the log near the fire.



2. Don't pull the \_\_\_\_\_ ug!



3. The baby sleeps in his \_\_\_\_\_ ib.



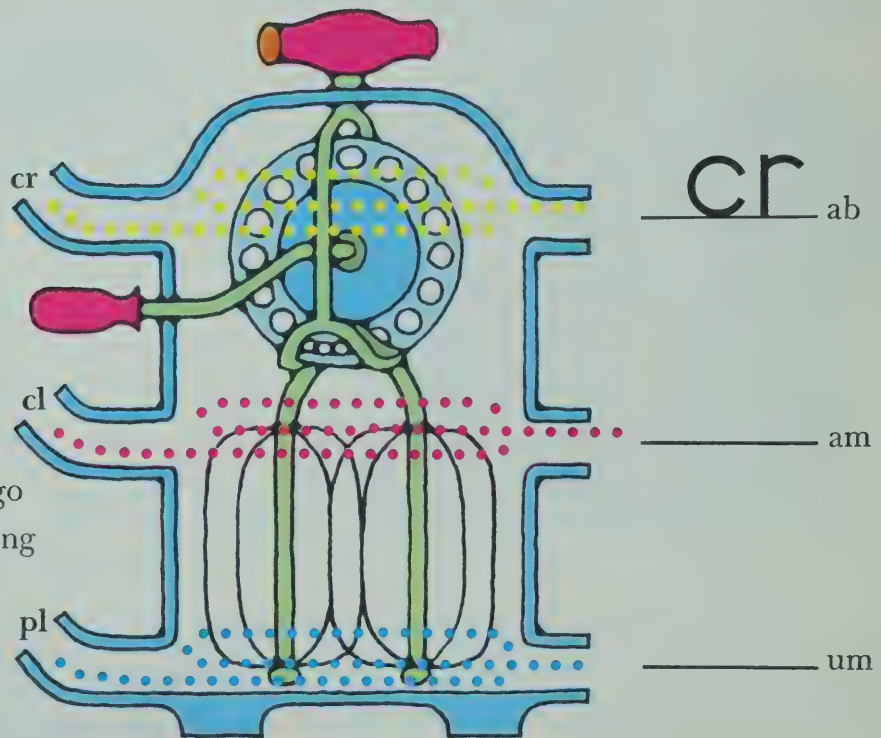
4. The faucet should not \_\_\_\_\_ ip.

crab      crop      crib      crab      crash      cramp

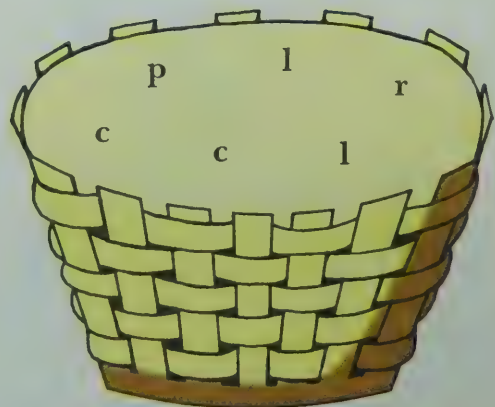
clap      clam      club      clap      clip      cliff

plan      plug      plum      plan      plot      plus

1. Name the blends that are going into the blender.



2. Does a blend go at the beginning or the end of each word?
3. Write the list words that come out of the blender.
4. Use the letters in the basket to make the blends that went in the blender. Write the blends.



Write all the words you can think of that begin with the **cr**, **cl**, and **pl** blends.

# THE HIDDEN BLENDS

Find the blends hidden on this page. Use them to complete the list words below.



1. \_\_\_\_ cl ap

4. \_\_\_\_ op

2. \_\_\_\_ ub

5. \_\_\_\_ an

3. \_\_\_\_ ug

6. \_\_\_\_ ib

Circle the blend in crash, cramp, clip, cliff, plot, and plus.



Name the pictures below.  
Which name has a blend?



are car large

# WRITE AND REVIEW

Practise each letter.

C C C

c c c

How are the letters alike?

C O c o



Copy the sentence.



Clap for the  
clam.


# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.

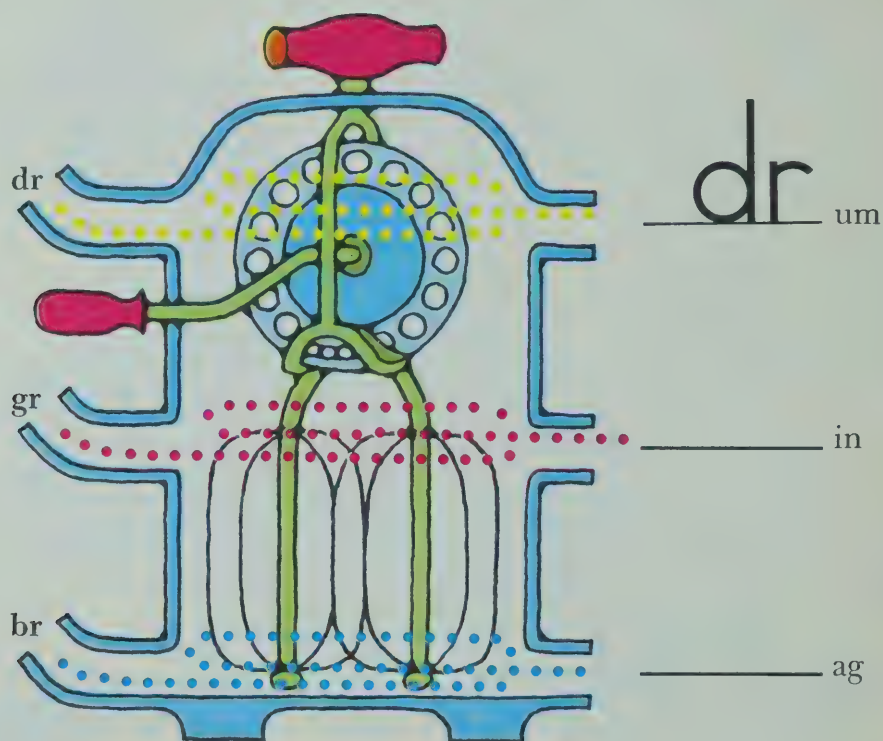


drum      drop      drag      drip      drum       drug      drill       drift

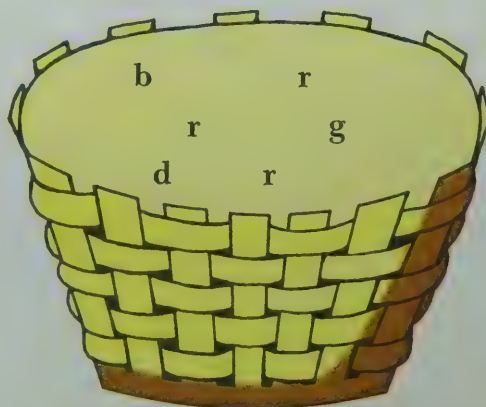
grab      grin      grip      grab       grim      grill      grunt

brag      brim      brag      brat      brass      brisk

1. Name the blends that are going into the blender.



2. Are these blends at the beginning or the end of each word?
3. Finish the list words that come out of the blender.
4. Use the letters in the basket to make the blends that went in the blender. Write them on your paper. Write as many words as you can that begin with the **dr**, **gr**, and **br** blends.



# PLAY BALL



Ask two children to play ball with you.

Player 1: Name a colour.

Player 2: Say the word.

Player 3: Spell the word.

Everyone: Write the words on your paper.



What blend do you hear in each word you wrote? Write the letters that spell each blend.

Write these words: **drug, drill, drift, grim, grill, grunt, brat, brass, and brisk.**

Circle the letters that spell the beginning blend in each word.



says

said

been



# WRITE AND REVIEW

Practise each letter.

R R R R R

r r r r

How are the letters alike?

R P r i n



Copy the sentences.

Ron has a grin.

Look at his brim.

## LOOK AGAIN

### CIRCLE THE BLEND WORD

Circle the word in each line that has a blend.

1.	rag	drag	sag	wag
2.	rip	hip	grip	zip
3.	him	rim	dim	brim
4.	hum	sum	drum	rum

## LOOK AHEAD

### WORD BUILDING

Build words by adding blends to the unfinished words below. You can use blends from Units 10 and 11. Finish the words.



1. cream      4. \_\_\_\_\_ op

2. \_\_\_\_\_ ink      5. \_\_\_\_\_ ub

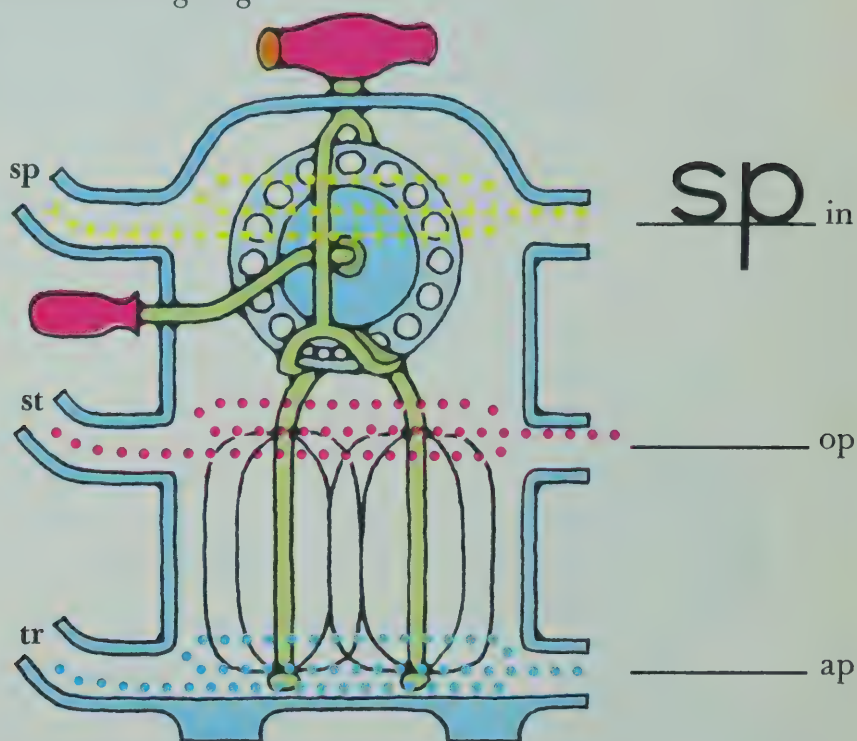
3. \_\_\_\_\_ am      6. \_\_\_\_\_ um

spot      spin      spun      spot      spit      spat      spank

stop      step      stem      stop      stab      stub      stiff

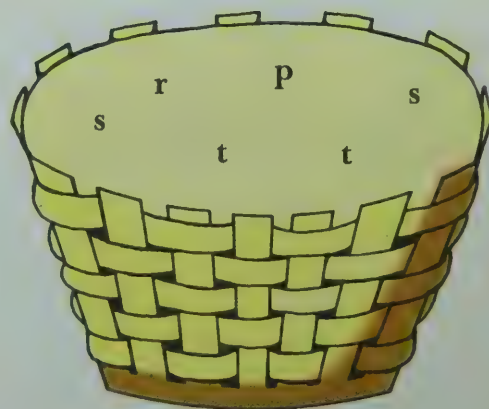
trip      trap      trim      trip      trot

1. Name the blends that are going into the blender.



2. Are these blends at the beginning or the end of a word?
3. Finish the list words that come out of the blender.

4. Use the letters in the basket to make the blends that went in the blender. Write them on your paper.



Write all the words you can think of that begin with the **sp**, **st**, and **tr** blends.

# FINISH THE CARTOONS

Use blends to complete the unfinished words in the cartoons.

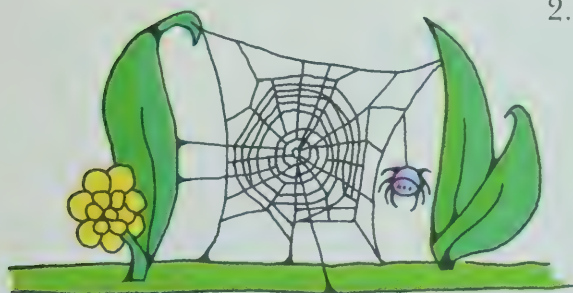
1. Please do not step

on my \_\_\_\_\_ em!



2. I have \_\_\_\_\_ un my web at this

\_\_\_\_\_ ot in the garden.



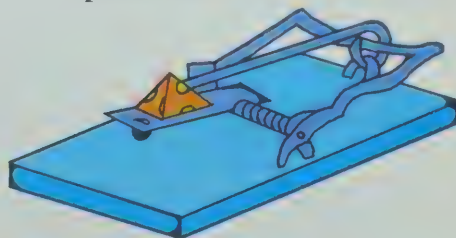
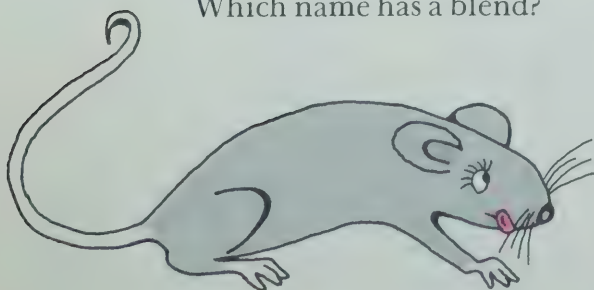
3. I'll \_\_\_\_\_ im your hair for your

\_\_\_\_\_ ip downtown.



Name the pictures below.  
Which name has a blend?

Circle the letters that spell the beginning blend in **spit**, **spat**, **spank**, **stab**, **stub**, **stiff**, and **trot**.



• were heard work •

# WRITE AND REVIEW

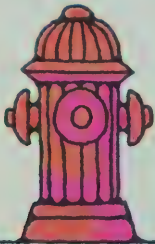
Practise each letter.

S S S

s s s

How are the letters alike?

S C s c



Write the word that answers each question.

What is the name of the cat?

What is the cat telling the car to do?

Where are the people in the car going?

# LOOK AGAIN

## MATCHO

Circle the word in each line that is spelled just like the first word.

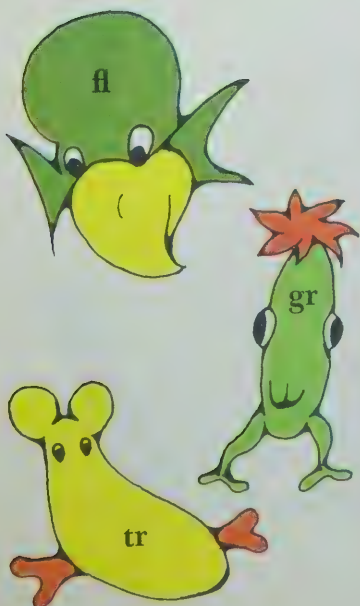
1.	stop	spot	stop	shop
2.	trap	tap	trip	trap
3.	spin	shin	spin	skin
4.	trip	trap	thin	trip
5.	spun	span	spun	spin
6.	spot	slot	spot	shot
7.	step	step	stop	slip

# LOOK AHEAD

## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

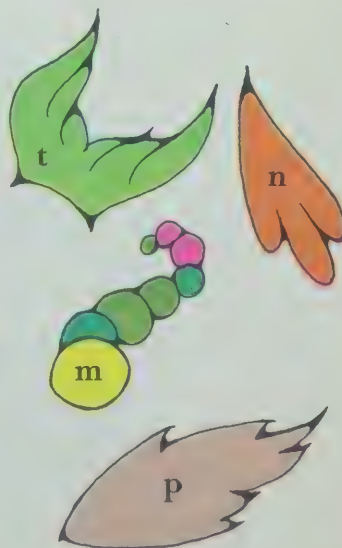
### Heads



### Bodies



### Tails

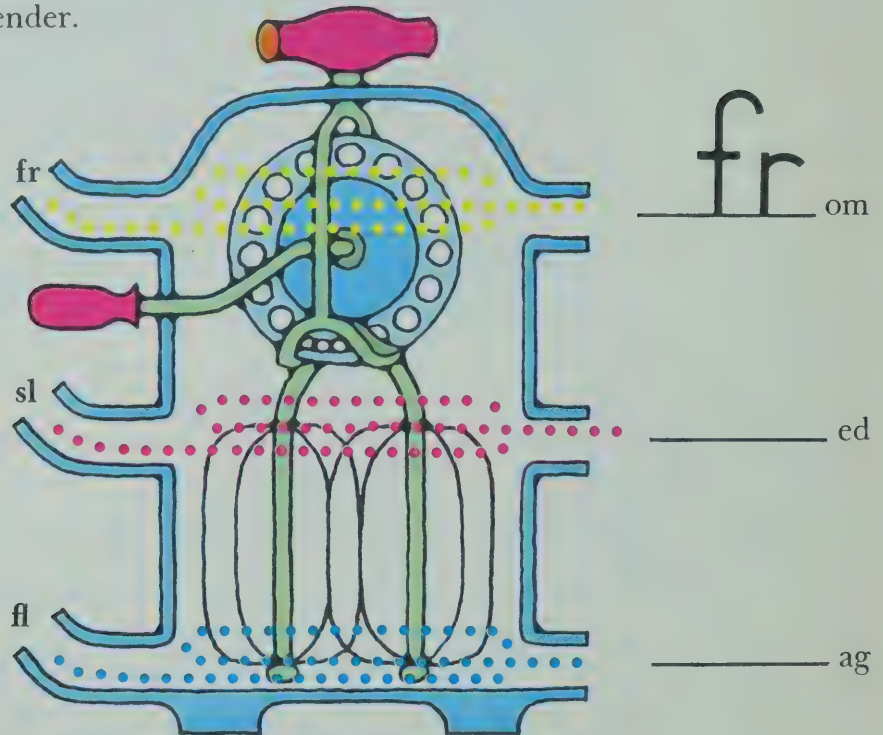


from      frog      from ~~fr~~ frill      friend

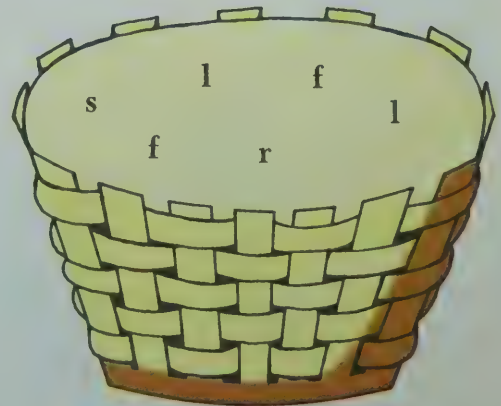
slip      sled      slip      slim      slot      slam      slap

flag      flat      flag      flap      flop      flip      flint

1. Name the blends that are going into the blender.



2. Does a blend go at the beginning or the end of each word?
3. Finish the list words that come out of the blender.
4. Use the letters in the basket to make the blends that went in the blender. Write them on your paper.



Write all the words you can think of that begin with the **fr**, **sl**, and **fl** blends.

# RHYME WORDS

The words **trip**, **drip**, and **slip** are rhyme words. Write a list word that rhymes with each pair of words below.

1. trip  
drip

slip

2. crop  
drop

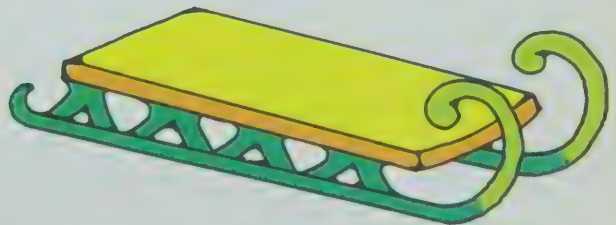
3. trap  
clap

4. trim  
brim

5. chat  
slat

6. clog  
smog

Name the pictures below.  
Which name has a blend?



Write these words: **frill**, **friend**, **slot**, **slam**, **flip**, and **flint**. Circle the letters that spell the beginning blend in each word.

# WRITE AND REVIEW

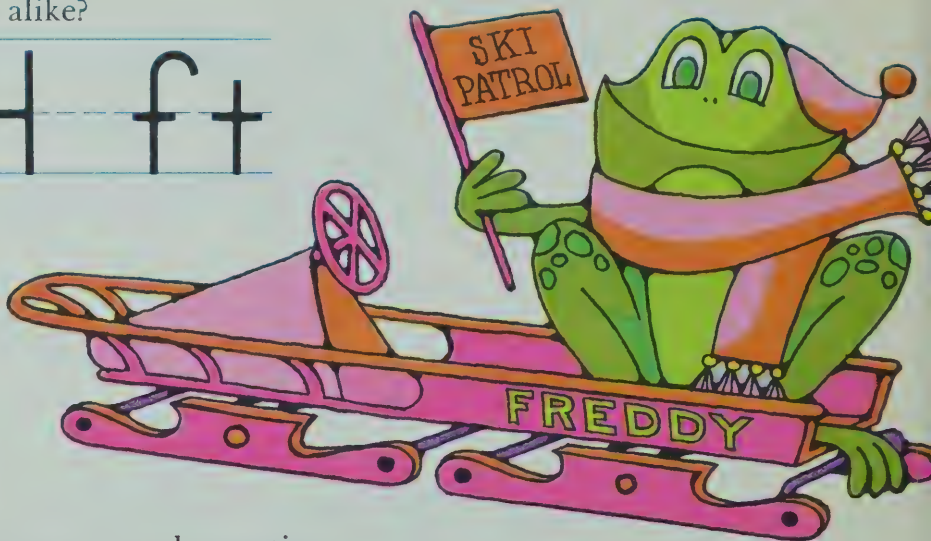
Practise each letter.

F F F F

f f f f

How are the letters alike?

F E H f t



Write the word that answers each question.

What is the name of the frog?

What is the frog riding on?

What is the frog holding?

## LOOK AGAIN

### CIRCLE THE BLEND WORD

Circle every word in each line that has a blend.

1.	slip	lip	flip	grip
2.	brag	drag	rag	bag
3.	stop	flop	hop	crop
4.	am	clam	ham	slam

## LOOK AHEAD

### MATCHED MEANINGS

Write the list word that means almost the same as each word below.

1. skinny

slim

2. slide

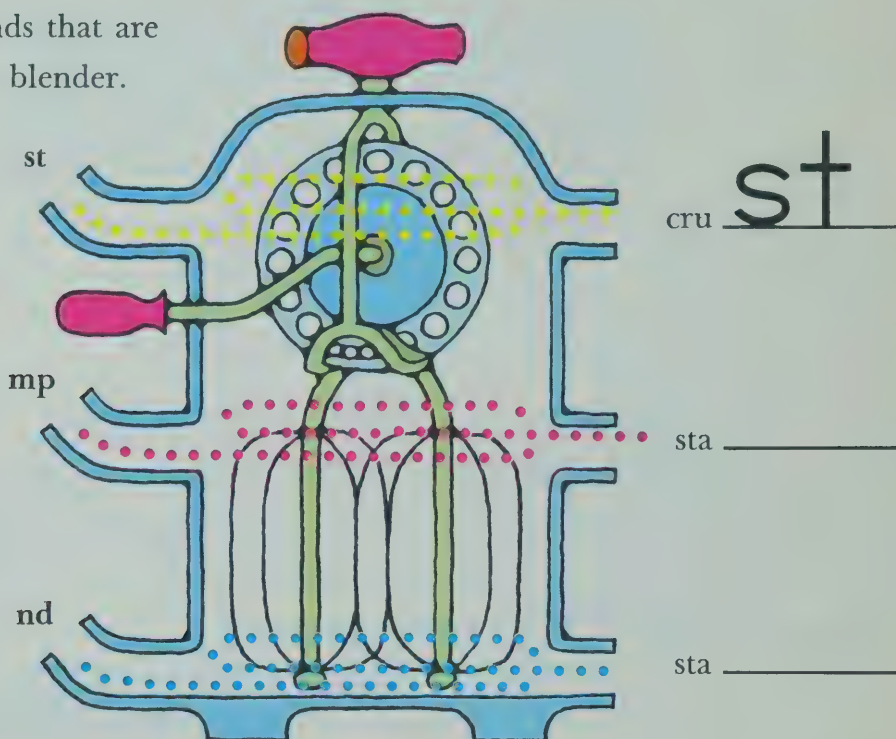
3. smooth

4. wave

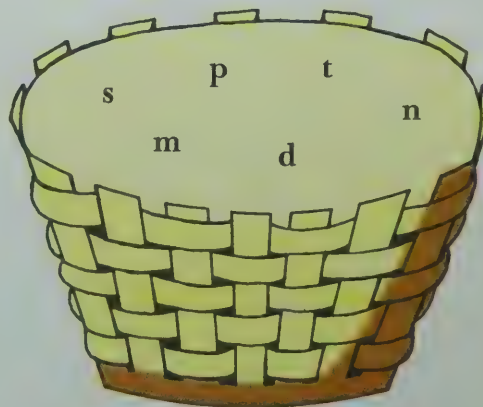


trust      frost      trust      crust      mist      list      fist  
        
stamp      clamp      tramp      stamp      stump      damp      lump  
        
brand      stand      spend      brand      grand      sand      send  
      

1. Name the blends that are going into the blender.

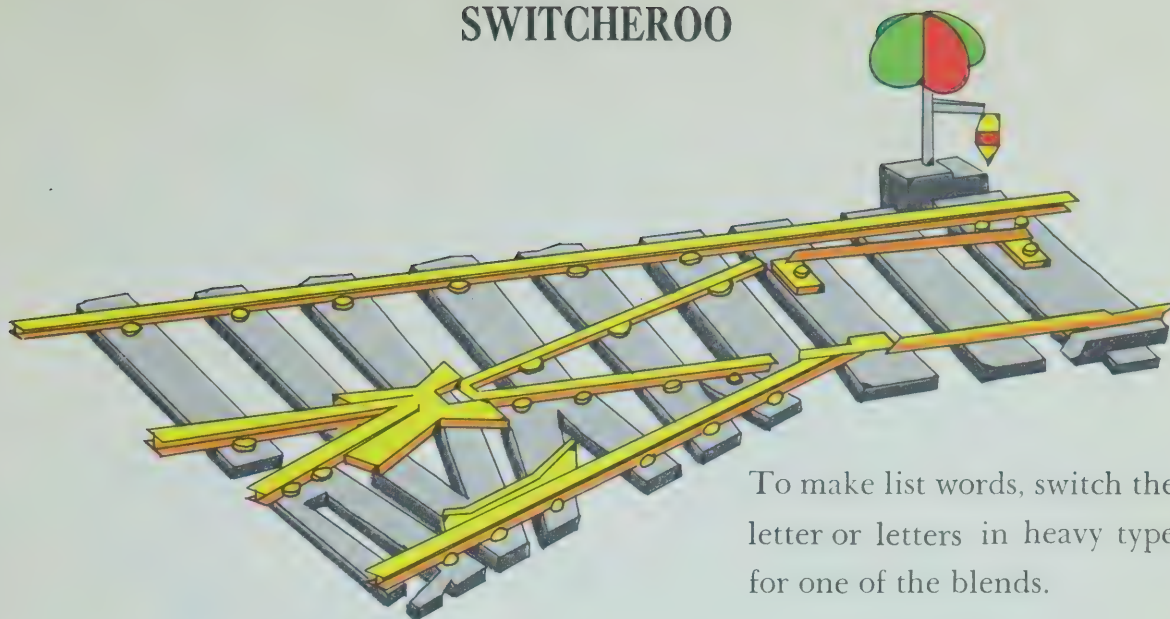


2. Does a blend go at the beginning or the end of each word?
3. Finish the list words that come out of the blender.
4. Use the letters in the basket to make the blends that went in the blender. Write them on your paper.



Write all the words you can think of that end with the **st**, **mp**, and **nd** blends.

# SWITCHEROO



To make list words, switch the letter or letters in heavy type for one of the blends.

nd mp st

1. clap

cla **mp**

2. sped

spe \_\_\_\_\_

3. trap

tra \_\_\_\_\_

4. frog

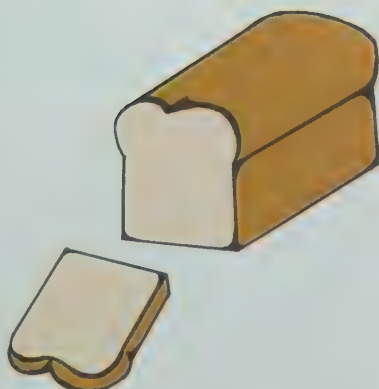
fro \_\_\_\_\_

5. trump

tru \_\_\_\_\_

Name the pictures. Which name ends with a blend?

Circle the letters that spell the ending blend in **mist**, **list**, **fist**, **stump**, **damp**, **lump**, **grand**, **sand**, and **send**.



• fight night right •

# WRITE AND REVIEW

Practise each letter.

M M M M M M M M M M

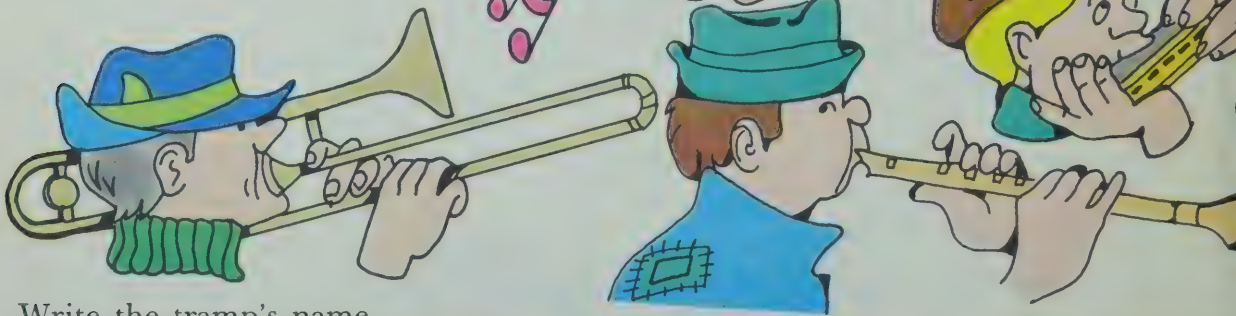
m m m m m m m m m m

How are the letters alike?

M N V X m n

## The Tramp

Mac the tramp,  
Head of the camp,  
Uses his stand  
When leading the band.



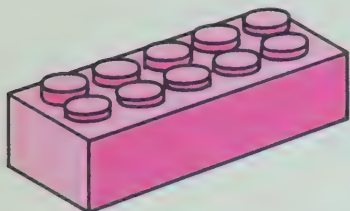
Write the tramp's name.

Write the rhyming list words for **camp** and **stand**.

# LOOK AGAIN

## MATCHO

Circle the word in each line that is spelled just like the first word.

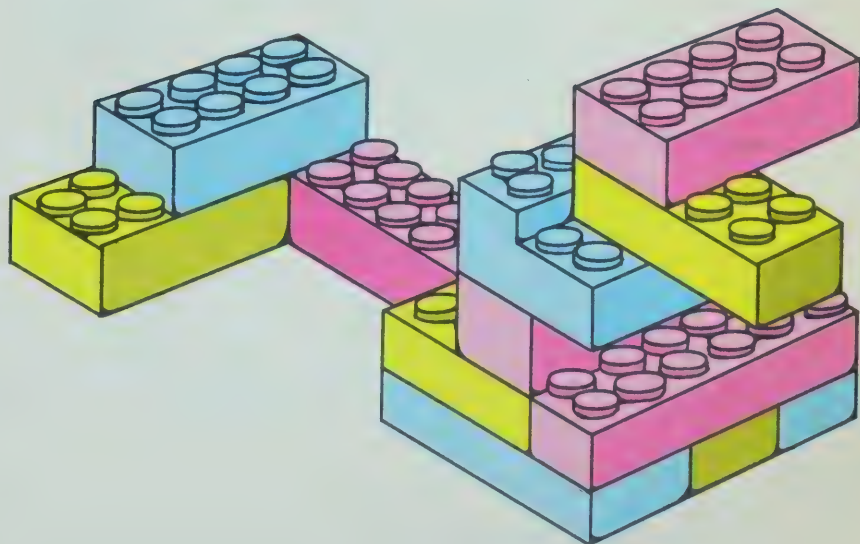


1. stand	tan	stand	stun
2. crust	rust	trust	crust
3. brand	hand	ran	brand
4. spend	pen	spent	spend
5. clamp	lamp	clamp	clam
6. tramp	ramp	tram	tramp

# LOOK AHEAD

## WORD BUILDING

Build words by adding blends to the unfinished words below. Write the finished words on your paper.



1. we st

2. la \_\_\_\_\_

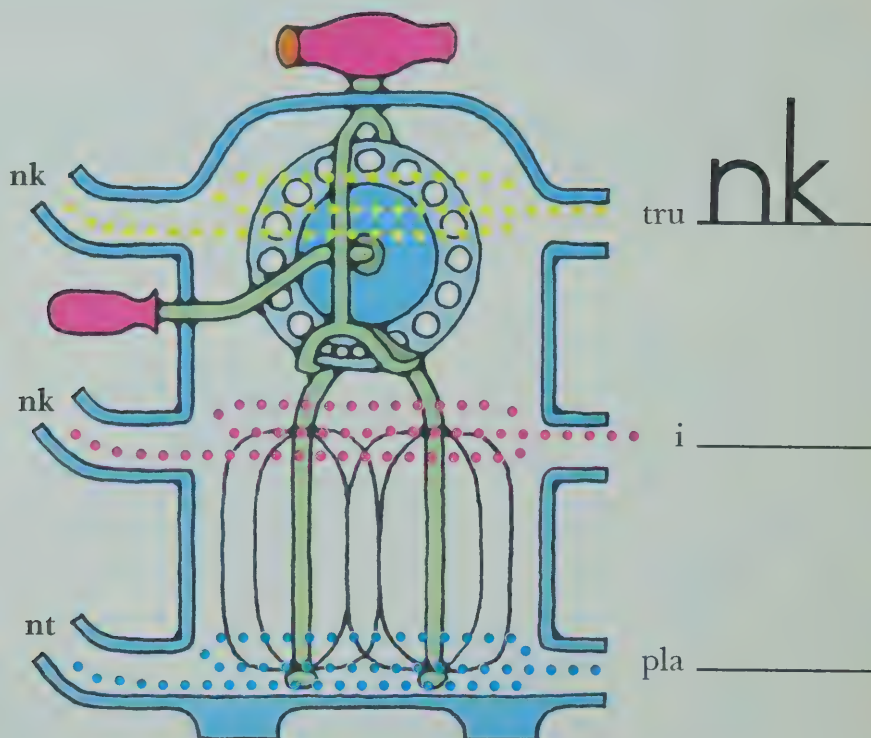
4. du \_\_\_\_\_

3. bu \_\_\_\_\_

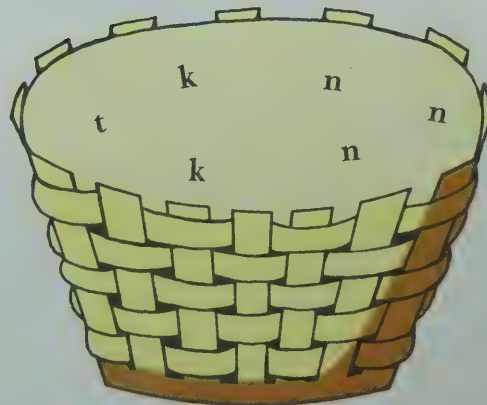
5. ju \_\_\_\_\_

trunk      drank      ink      drink      trunk      pink      rink      link  
 spent      hint      slant      plant      mint      spent      dent  
             went      hunt

1. Name the blends that are going into the blender.



2. Does a blend go at the beginning or the end of each word?  
 3. Finish the list words that come out of the blender.  
 4. Use the letters in the basket to make the blends that go into the blender. Write them on your paper.



Write all the words you can think of that end with the **nk** and **nt** blends.

# RHYME WORDS

The words **drink**, **wink**, and **ink** are rhyme words. Write a list word that rhymes with each pair of words below.

1. drink  
wink

ink

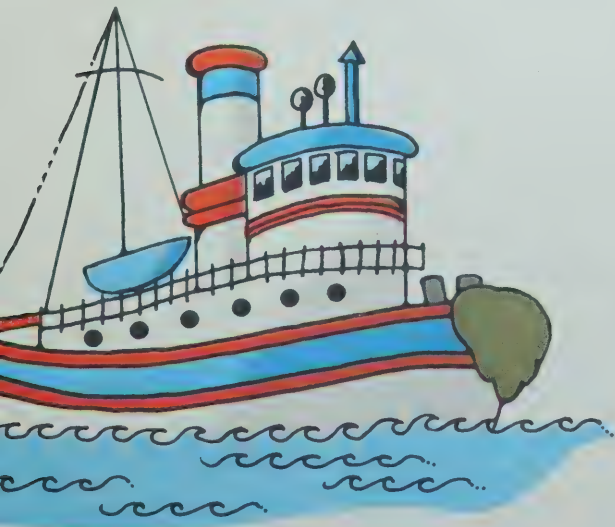
4. plant  
chant

2. tent  
sent

5. spank  
clank

3. mint  
lint

Name the pictures below.  
Which name has an  
end blend?



Circle the letters that spell  
the ending blend in **pink**,  
**rink**, **link**, **dent**, **went**,  
and **hunt**.

# WRITE AND REVIEW

Practise each letter.

N N N N

n n n

How are the letters alike?

N M X n r m



Copy the sentence.

Nan spent a  
cent for pink ink.

## LOOK AGAIN

### MATCH THE BLENDS

Circle the words in each line that have the same end blends.

1.	trunk	skin	drank	sand
2.	drink	grunt	sing	drank
3.	plank	plant	slant	ink
4.	spent	end	spend	went
5.	spent	pump	hint	lung
6.	plant	spend	plan	spent



## LOOK AHEAD

### MANY MEANINGS

Each word below has more than one meaning.  
Draw pictures that show two meanings for each word.

1. trunk

2. plant

## NAME THE PICTURES

1. Write the picture name that has the **cr** blend.

---

---

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2. Write the picture name that has the **pl** blend.

---

---

---

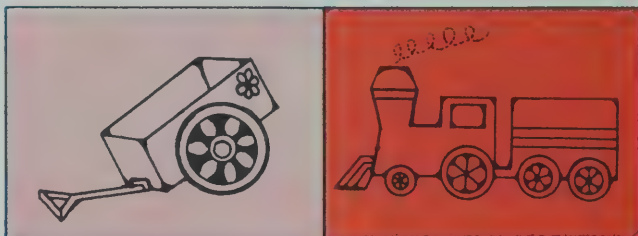


3. Write the picture name that has the **tr** blend.

---

---

---



4. Write the picture name that has the **sl** blend.

---

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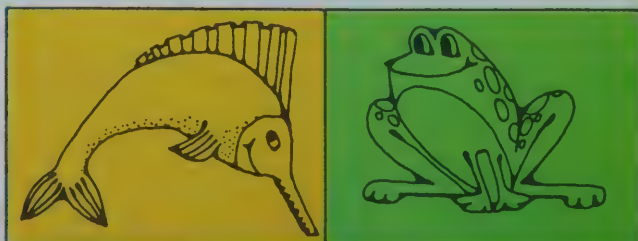


5. Write the picture name that has the **fr** blend.

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# MISSING BLENDS

The words below are missing their blends.  
Complete each word with a beginning or  
end blend.

cl

dr

mp

nd

st

1. \_\_\_\_\_ ap

4. se \_\_\_\_\_

6. cla \_\_\_\_\_

2. \_\_\_\_\_ em

5. \_\_\_\_\_ ess

7. cru \_\_\_\_\_

3. a \_\_\_\_\_



# PUZZLE SOUNDS

bran   spur   grim   went   brag   grit   spud   flip   fled   cent

1. I am in **brother** and **brim**. What beginning blend sound am I? Which words on the list have the same sound? Write the words.

---

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2. I am in **grill** and **grub**. What beginning blend sound am I? Write the words from the list that have the same sound.

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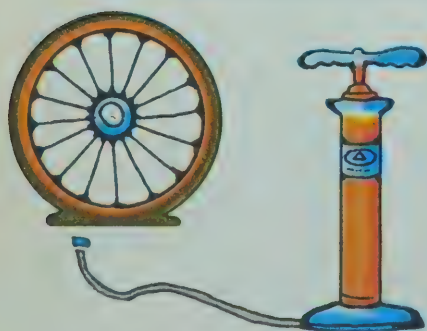
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3. I am in **spot** and **spin**. What beginning blend sound am I? Write the words from the list that have the same sound.

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4. I am in **flat** and **flap**. What beginning blend sound am I? Write the words from the list that have the same sound.

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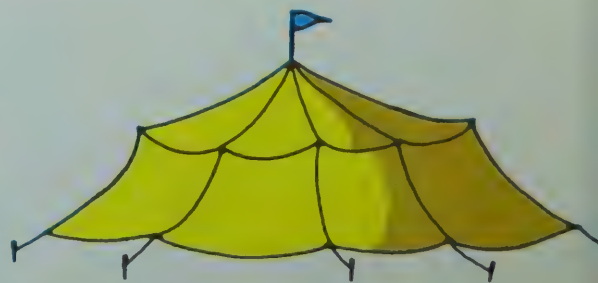
---

5. I am in **tent** and **sent**. What ending blend sound am I? Write the words from the list that have the same sound.

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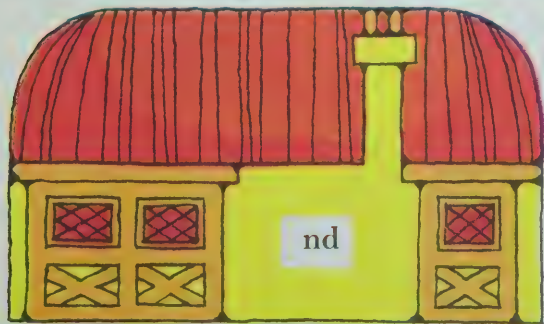
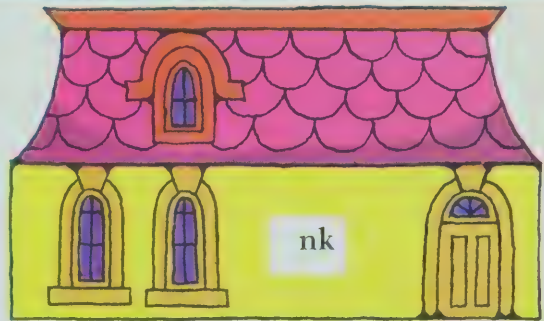
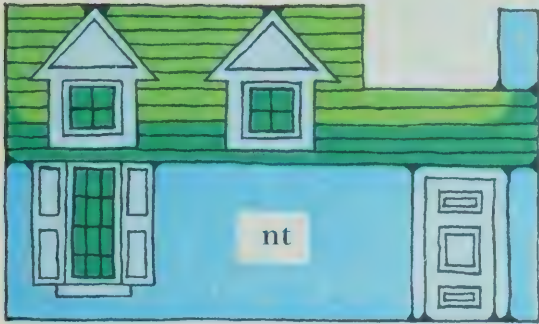
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# BLEND HOUSES

Listen to the words your teacher says. Write each word where it belongs.



# YOUR DICTIONARY

## A-B-C ORDER

The alphabet letters below are in **a-b-c order**.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Write the letters below in a-b-c order.

b      a      d      c

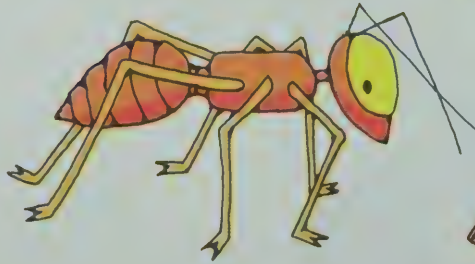
Look at the four words below. Use the first letter in each word to write the words in a-b-c order.

cat

ant

deer

bear



# A-B-C ORDER

Name the first letter in the alphabet.

Write the first word in your spelling dictionary.

Name the last letter in the alphabet.

Write the last word in your spelling dictionary.

Does the dictionary list words in a-b-c order?

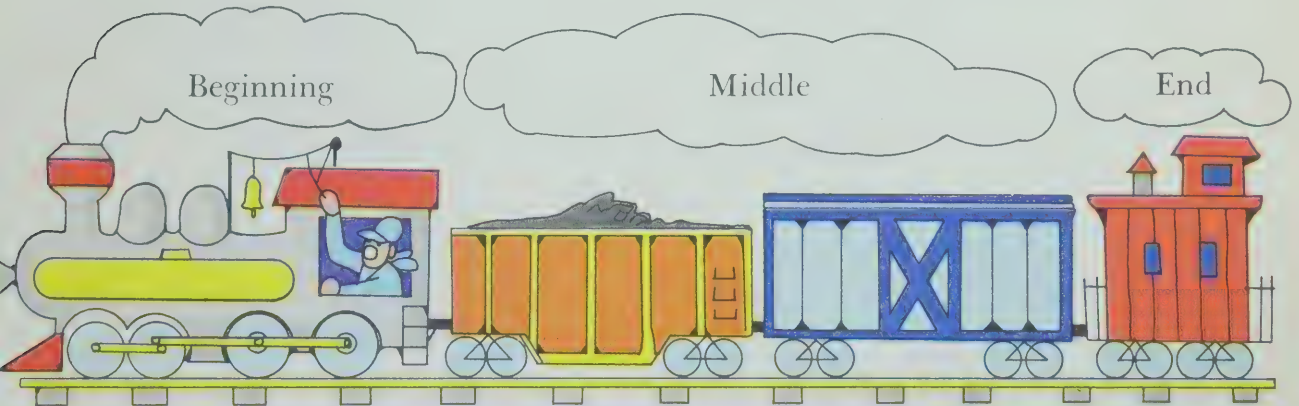
## PARTS OF THE DICTIONARY

The alphabet can be divided into three parts:

Beginning: A B C D E F G

Middle: H I J K L M N O P

End: Q R S T U V W X Y Z



In which part of the train does each letter below belong? Circle B for

beginning, M for middle, and E for end.

1. b B M E

3. k B M E

6. The first letter of your name?

2. w B M E

4. f B M E

B M E

5. u B M E

The words in the dictionary can be put in the same three parts. In which

part does each word below belong: beginning, middle, or end?

1. bat B M E

3. pig B M E

5. map B M E

2. rat B M E

4. gum B M E

6. trap B M E

## GUIDE WORDS

Write the first word you see  
listed on page 141.

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Then write the last word  
listed on page 141.

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Now look at the two words  
at the very top of page 141.  
Are they the same as the two  
words you just wrote?

The words at the very top  
of the page are called **guide  
words**. They show you the  
first and last words on the  
dictionary page.

Write the guide words you see on page 143.  
Are they the first and last words you see on  
that page?

---

---

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## USING YOUR DICTIONARY

Find **bee** in your spelling dictionary. Write the two guide words you see on that page.

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Be ready to tell what your spelling dictionary says about **bee**. Do you find **mole** on the same page with **bee**?

Find **mole** in your spelling dictionary. Write the guide words you see on that page.

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Be ready to give a sentence using the word **mole**.

Would you find **fox** on a page having the guide words **chip** and **deer**? Find **fox** in your spelling dictionary. What are the guide words on that page?

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## BEGINNING SOUNDS

1. Listen for the beginning sound in each word.

sell

shell

Write the letter or letters that spell each beginning sound.

---



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---

2. Now listen for these beginning sounds.

share

chair

Write the letters that spell each beginning sound.

---



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3. Read the poem together.

Hoppity-hip, hippity-hop,  
We're on our way to the potato **chip** shop.  
Hippity-hop, hoppity-hip,  
We're going to **shop** for a jumbo **chip**!

Now, shall we **chip** it,  
Or shall we **chop** it,  
In order to **ship** it  
Out of the **shop**?



Say each word in heavy type. Listen for the beginning sound in each word. Write the letters that spell each beginning sound.

---



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## FIND THE BEGINNING SOUND

Say each picture name. Listen for the beginning sound. For each line, circle

the word with the same beginning sound as the picture name.

1. can chin ship

2. sip chop shop



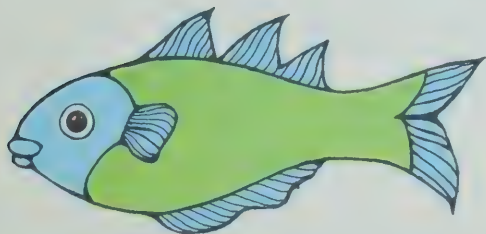
## FIND THE END SOUND

Say each picture name, and listen for the end sound. For each line, circle the word with the same end sound as

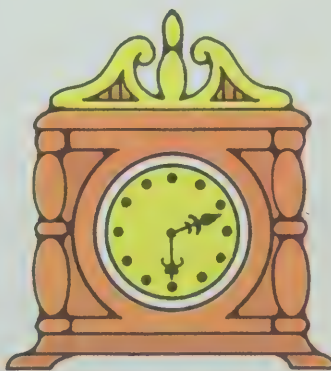
the picture name. (Hint: In line 3, the sound and spelling are new.)

1. fin crush dim

3. much stick fresh



2. such crush bus



Some sounds are spelled by **clusters**. The first sound in **chop** is spelled by a cluster. So is the last sound in **crush**.

## WRITE AND REVIEW

Practise each letter.

P P P

p p p

How are the letters alike?

P R p q



Copy the sentence.

Pinky wanted to  
chop the chip.

# GOING FISHING

Read the poem aloud together.

A man had wished his only wish.  
If only he could have his pick  
Of all the very finest fish,  
He'd catch the finest mighty quick.  
And then he'd eat the finest dish  
And leave a bit for Cat to lick.



Say the last word in each line of the poem. Listen for each end sound.  
Write each word below. Then circle the cluster that spells the end sound.

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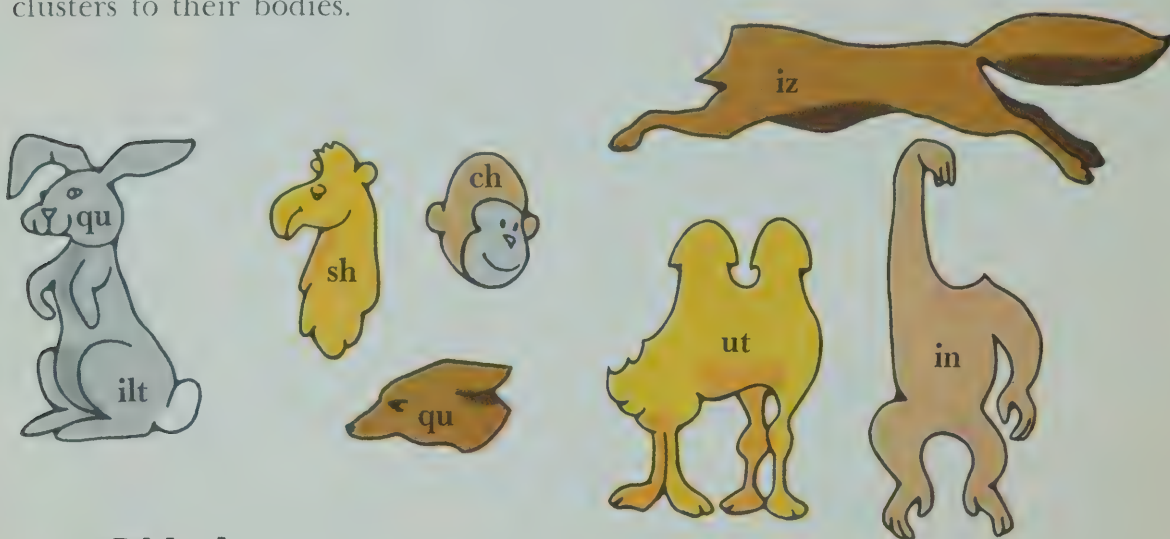
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chin chop chip chat chin chug chest chunk  
ship shop shut ship shed shot shall  
quit quilt quiz quit quack queen quick

The creatures below are hungry for clusters. You can help them become Cluster Creatures by adding the right clusters to their bodies.

Say the sounds that the clusters stand for. Write the clusters to complete the unfinished words below.



1. qu ilt

2. \_\_\_\_\_ iz

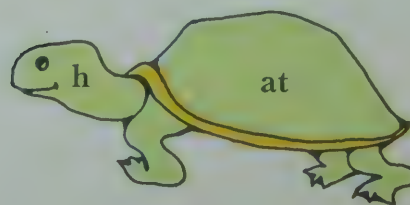
3. \_\_\_\_\_ ut

4. \_\_\_\_\_ in

Circle the creature below that is a Cluster Creature.



Make your own Cluster Creatures. Use words that begin with the **ch**, **sh**, and **qu** clusters.



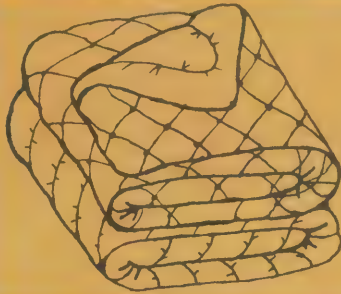
# MORE THAN ONE

Say each list word below. Name the picture below each word. What sound do you add to name each picture?

1. ship



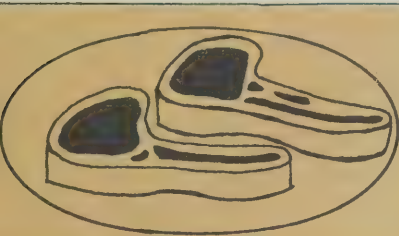
2. quilt



3. chip



4. chop



5. shop



Write the words that name the pictures. What letter ends each word you wrote?

Circle the letters that spell the beginning cluster in **chug**, **chest**, **chunk**, **shed**, **shot**, **shall**, **quack**, **queen**, and **quick**.

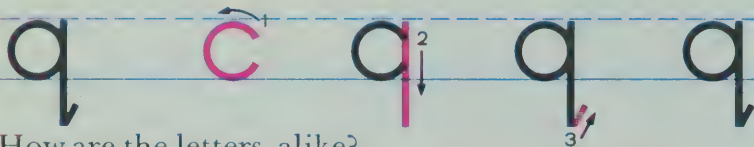
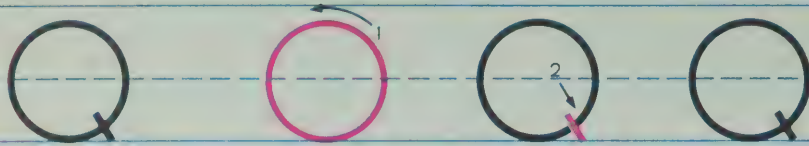
## TRACK DOWN

Look at the words you wrote for MORE THAN ONE. Do you know two meanings for each word? Go to your spelling dictionary and track down any one of the words. Be ready to tell the class about both meanings.

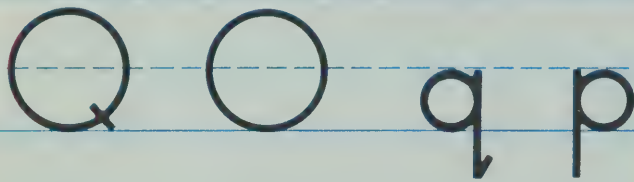
● they    their    there    ●

# WRITE AND REVIEW

Practise each letter.



How are the letters alike?



Copy the sentence.

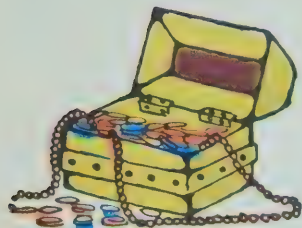
Queenie curled  
up on the quilt.

# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.

ship <sup>1</sup>	hip <sup>2</sup>	wilt <sup>3</sup>	quilt <sup>4</sup>	chop <sup>5</sup>
				hop <sup>6</sup>
quit <sup>10</sup>	wit <sup>9</sup>	chat <sup>8</sup>	hat <sup>7</sup>	



# LOOK AHEAD

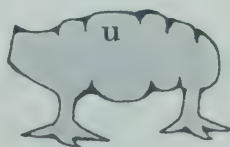
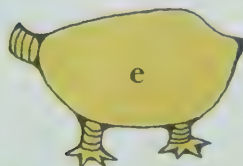
## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

### Heads



### Bodies



### Tails



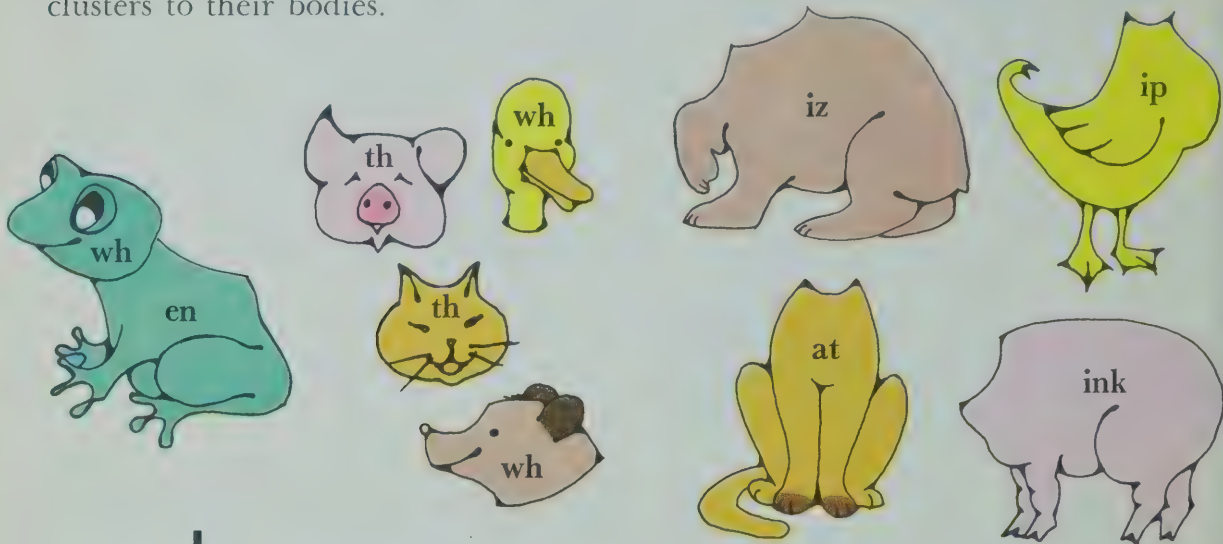
think      thud      thank      think      thin      thing      thump

when      whip      whiz      when      where      whirl

that      this      then      than      that      them      the

The creatures below are hungry for clusters. You can help them become Cluster Creatures by adding the right clusters to their bodies.

Say the sounds that the clusters stand for. Write the clusters to complete the unfinished words below.



1. when

2. \_\_\_\_\_ iz

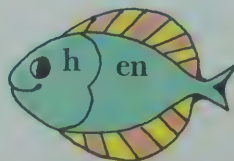
3. \_\_\_\_\_ ip

4. \_\_\_\_\_ at

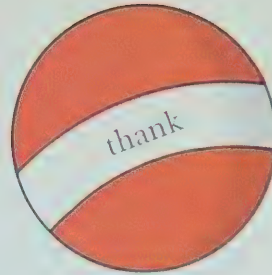
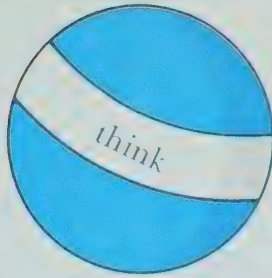
5. \_\_\_\_\_ ink

Circle the creature below that is a Cluster Creature.

Make your own Cluster Creatures. Use words that begin with the same clusters as **think**, **that**, and **when**.



# PLAY BALL



Ask two children to play ball with you.

First play with the top row.

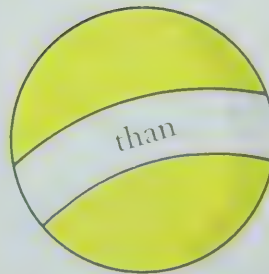
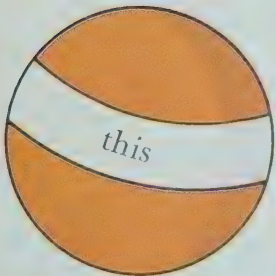
Then play with the bottom row.

Player 1: Name a colour.

Player 2: Say the word.

Player 3: Spell the word.

Everyone: Write the words on your paper.



Listen to the beginning sound in the top row of words and then in the bottom row of words.

Are they different sounds?

Are the sounds spelled by the same cluster?

Circle the letters that spell the beginning cluster in **thin, thing, thump, then, the, where, and whirl.**



shoe

school

through



# WRITE AND REVIEW

Practise each letter.

W W W W W

w w w w w

Z Z Z Z

z z z z

How are the letters alike?

W V Z w v z

Old Jumping Jud  
Just heard a thud.  
It's Leaping Liz,  
A riding whiz.



Write the list words that rhyme with **Jud** and **Liz**.

# LOOK AGAIN

## MATCHO

Circle the word in each line that is spelled just like the first word.

1.	thank	think	thank	tank
2.	when	hen	when	where
3.	then	thin	than	then
4.	think	thin	thank	think
5.	whip	wisp	whip	hip
6.	than	tan	then	than
7.	thud	thug	thud	tug

## LOOK AHEAD

### TONGUE TWISTERS

On your paper, write a sentence using two or more words from one group of list words. If you can, write more sentences using words from the other word groups. Then ask a classmate to say your sentences fast.

Examples:

1. I **think** I said **thanks**.
2. **This** ball is bigger **than** that ball.
3. **When** will you **whiz** by?



much      such      much      lunch      which      rich      pinch

crush      flash      fresh      crush      brush      dish      wish

sting      bring      swing      sting      song      long      gang

The creatures below are hungry for clusters. You can help them become Cluster Creatures by adding the right clusters to their heads.

Say the sounds that the clusters stand for. Write the clusters to complete the unfinished words below.



1. mu ch

Circle the creature below that is a Cluster Creature.

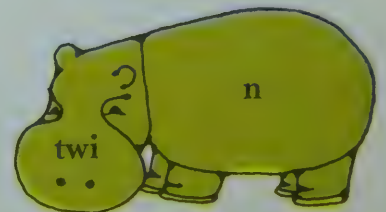
2. whi \_\_\_\_\_

3. fre \_\_\_\_\_

Make your own Cluster Creatures. Use words that end with the **ch**, **sh**, and **ng** clusters.

4. su \_\_\_\_\_

5. sti \_\_\_\_\_



## RHYME WORDS

The words **swing**, **fling**, and **bring** are rhyme words. Write a list word that rhymes with each pair of words below.

1. swing fling

bring

2. sting bring

3. crash hash

4. punch hunch

5. blush mush

## TRACK DOWN

Look at the three words below.

1. crash      2. flash      3. punch

Do you know two meanings for each word? Go to your spelling dictionary and track down any one of the words. Tell the class about both meanings.

●    ought    bought    thought    ●

Circle the letters that spell the ending cluster in **rich**, **pinch**, **brush**, **dish**, **wish**, **song**, **long**, and **gang**.



# WRITE AND REVIEW

Practise each letter.

H H H H

h h h

How are the letters alike?

H E F h l n



Copy the sentence.

How much fresh  
fish did he bring?

# LOOK AGAIN

## CIRCLE THE WORD

Circle the word in each line that does **not** have a cluster or blend at either the beginning or the end.

1. brush	plug	rush	rug
2. bran	ranch	ran	brand
3. clink	spin	pin	pink
4. trench	ten	clench	bench
5. sting	ring	bin	chin

# LOOK AHEAD

## DRAW A STORY

Draw a story about a duck getting a bee sting.  
Write sentences about what it does.

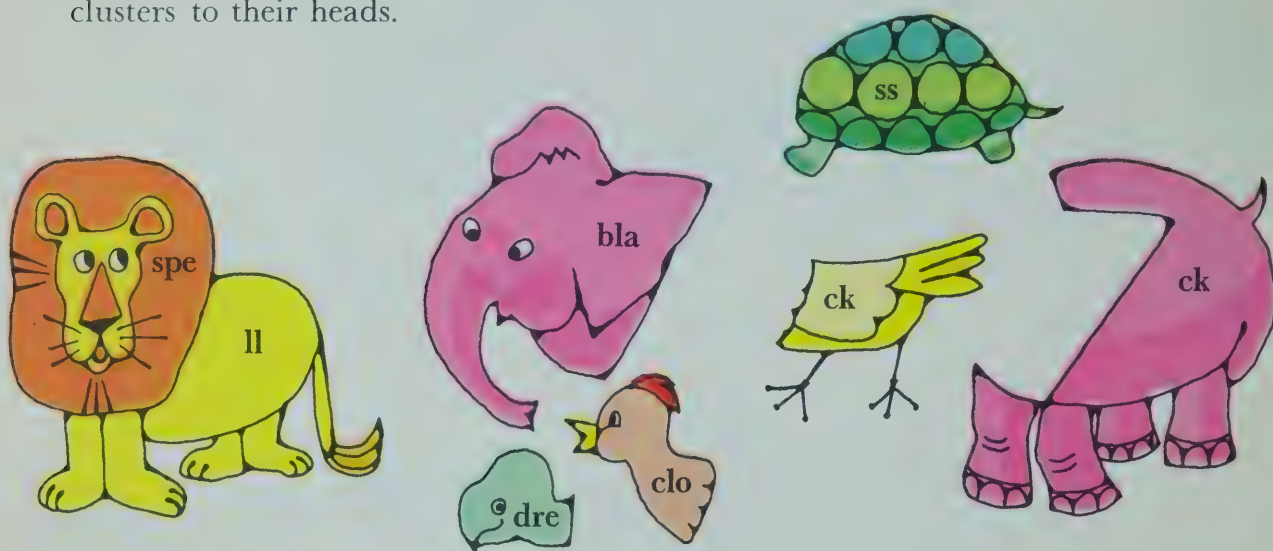
clock   track   black   clock   stick   deck   lack

spell   spill   shell   spell   fill   chill   still

dress   grass   cross   dress   class   mess   press

The creatures below are hungry for clusters. You can help them become Cluster Creatures by adding the right clusters to their heads.

Say the sounds that the clusters stand for. Write the clusters to complete the unfinished words below.



1. spe ll

3. clo \_\_\_\_\_

2. dre \_\_\_\_\_

4. bla \_\_\_\_\_

Circle the creature below that is a Cluster Creature.

Make your own Cluster Creatures. Use words that end with the ck, ll, and ss clusters.



# HIDDEN CLUSTERS

Find the clusters hidden on this page. Use them to complete the list words below.



1. tra ck 4. spi \_\_\_\_\_

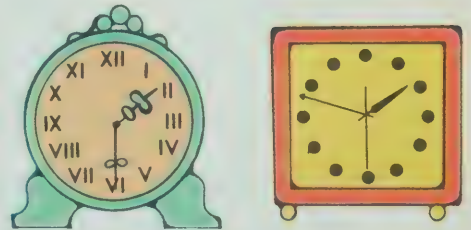
2. cro \_\_\_\_\_ 5. gra \_\_\_\_\_

3. she \_\_\_\_\_ 6. clo \_\_\_\_\_

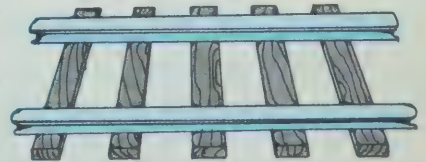
## MORE THAN ONE

Say each list word below. Name the picture next to each word. What sound do you add to name each picture?

1. clock \_\_\_\_\_



2. track \_\_\_\_\_



3. stick \_\_\_\_\_



Write the words that name the pictures.  
What letter ends each word you wrote?

Circle the letters that spell the ending cluster in **deck**, **lack**, **fill**, **chill**, **still**, **class**, **mess**, and **press**.

● son once front ●

# WRITE AND REVIEW

Practise each letter.

K K K K

k k k k

How are the letters alike?

K Y k l



Write the magician's name.


Write the list words that tell what he used.

\_\_\_\_\_ did his trick  
with a \_\_\_\_\_ and  
a \_\_\_\_\_.

# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.

trap <sup>1</sup>	track <sup>2</sup>	clot <sup>3</sup>	clock <sup>4</sup>	spill <sup>5</sup>	spin <sup>6</sup>	brag <sup>7</sup>	brass <sup>8</sup>
							grab <sup>9</sup>
							grass <sup>10</sup>
chill <sup>18</sup>	chip <sup>17</sup>	trick <sup>16</sup>	trim <sup>15</sup>	clap <sup>14</sup>	class <sup>13</sup>	shed <sup>12</sup>	shell <sup>11</sup>

# LOOK AHEAD

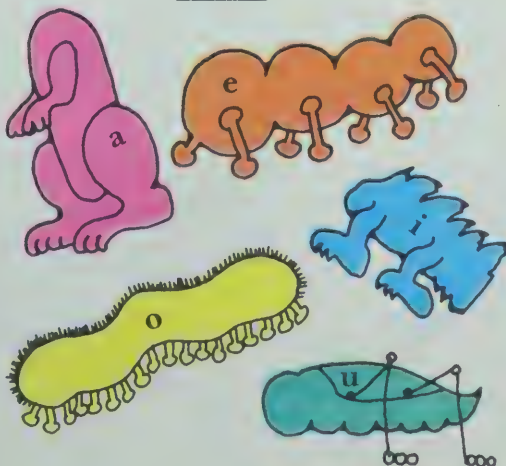
## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

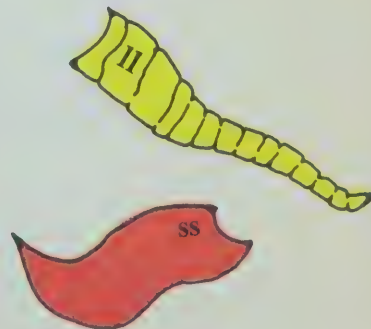
### Heads



### Bodies



### Tails



## NAME THE PICTURES

1. Write the picture name that has the **ch** cluster.

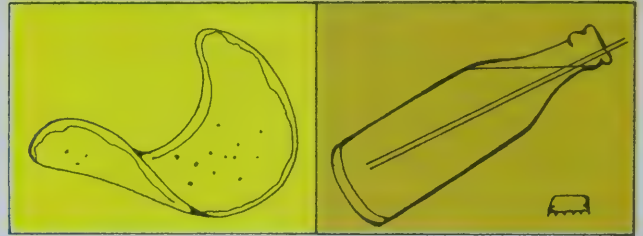
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2. Write the picture name that has the **sh** cluster.

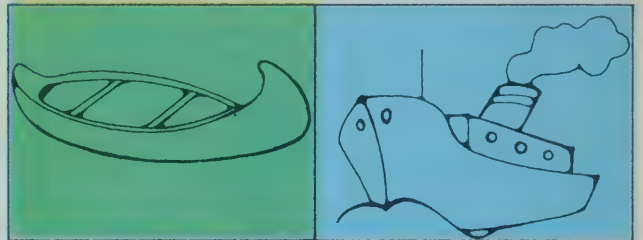
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3. Write the picture name that has the **ss** cluster.

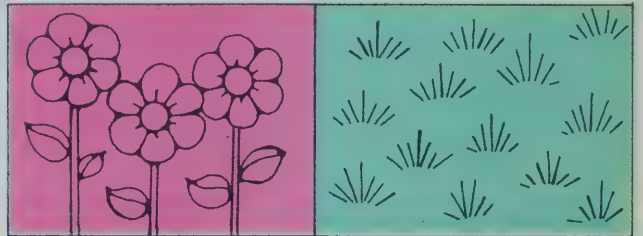
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4. Write the picture name that has the **ll** cluster.

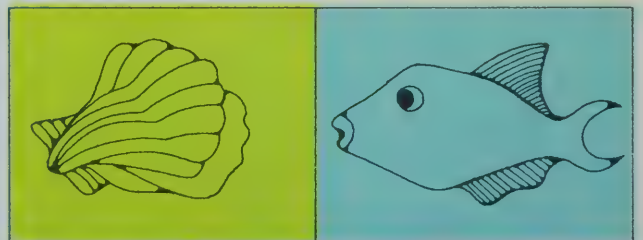
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5. Write the picture name that has the **ck** cluster.

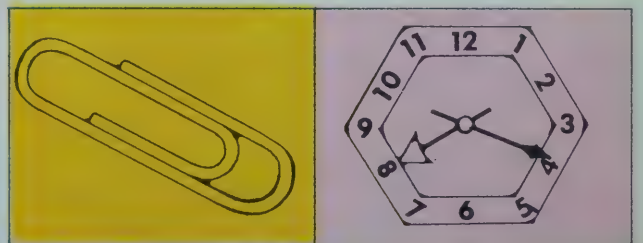
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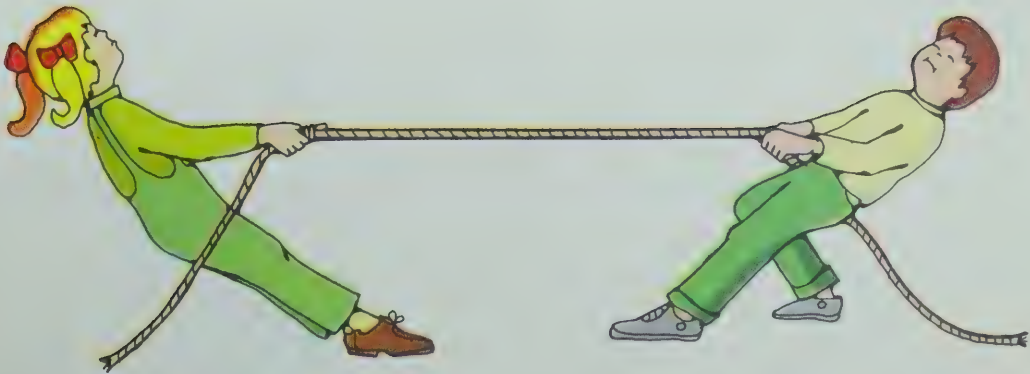
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# CHOOSE THE WORD

Say the words in each line. Circle the word in each line that has a beginning cluster.

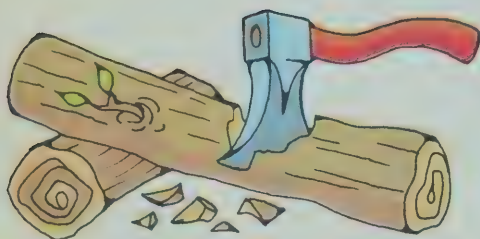
- |     |      |       |       |
|-----|------|-------|-------|
| 1.  | them | hem   | ten   |
| 2.  | path | tank  | thank |
| 3.  | tin  | thin  | tooth |
| 4.  | whip | hip   | wit   |
| 5.  | hen  | then  | hit   |
| 6.  | tug  | both  | thug  |
| 7.  | when | new   | hen   |
| 8.  | hit  | his   | this  |
| 9.  | with | tick  | thick |
| 10. | win  | which | wick  |



# PUZZLE SOUNDS

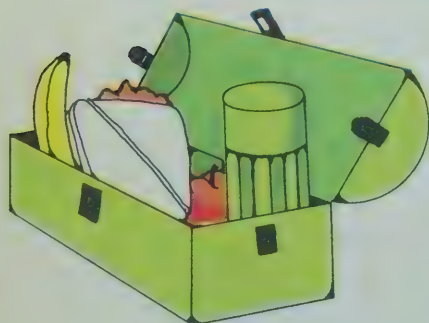
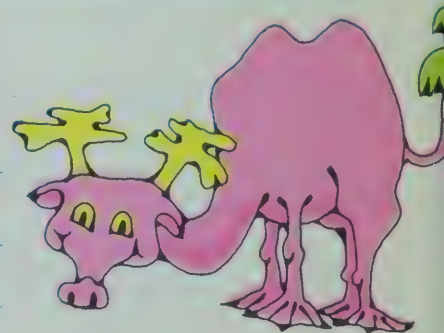
quilt   slick   chap   bench   quiz   chat   trick   them   than   ranch

1. I am in **quiz** and **quit**. What beginning cluster sound am I? Which words on the list have the same sound? Write the words.



2. I am in **chin** and **chop**. What beginning cluster sound am I? Write the words from the list that have the same sound.

3. I am in **this** and **that**. What beginning cluster sound am I? Write the words from the list that have the same sound.



4. I am in **lunch** and **which**. What ending cluster sound am I? Write the words from the list that have the same sound.

5. I am in **stick** and **stack**. What ending cluster sound am I? Write the words from the list that have the same sound.



# CLUSTER HOUSES

Listen to the words your teacher says. Write  
each word where it belongs.





Have you ever seen—

A **pal** who is **pale**?

A **kit** for a **kite**?

A **cod** who reads **code**?

A **cut** that is **cute**?

Listen to the words in heavy type in each line above.



In **pal** and **pale**, are the consonant sounds alike? Are the vowel sounds alike?

In **kit** and **kite**, are the consonant sounds alike? the vowel sounds?

In **cod** and **code**, are the consonant sounds alike? the vowel sounds?

In **cut** and **cute**, are the consonant sounds alike? the vowel sounds?

Words like **pale**, **kite**, **code**, and **cute** have a **long vowel sound**.

# SOUNDS AND LETTERS

1. Say each word below.

pal      kit      cod      cut

How many sounds do you hear in each word? How many letters do you see in each word?

2. Say each word below.

pale      kite      code      cute

How many sounds do you hear in each word? How many letters do you see in each word? What letter is the same in all the words?

\_\_\_\_\_

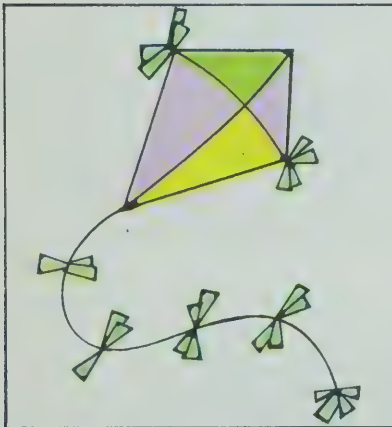
## A SPELLING PATTERN

Say each picture name and listen for the vowel sound. Write the missing letters.

k \_\_\_\_\_ t \_\_\_\_\_

r \_\_\_\_\_ b \_\_\_\_\_

c \_\_\_\_\_ k \_\_\_\_\_



Did you write a vowel letter in the middle of each word? What letter did you write at the end?

\_\_\_\_\_

Does a consonant letter come between the letters you wrote?

Words like **kite** and **robe** have a **vowel-consonant-e** spelling pattern.

# WRITE AND REVIEW

Practise each letter.

B P B B

b b b

How are the letters alike?

B P b p d

Say each word:

Babe, cake, kite, bike.

List the words as they belong  
in the sentence.



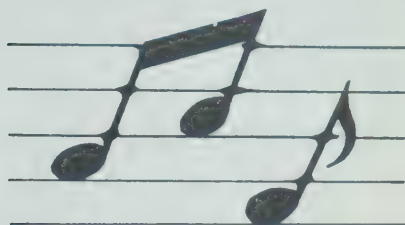
\_\_\_\_\_ rode his

red \_\_\_\_\_ with a

\_\_\_\_\_ and a \_\_\_\_\_.

## CHANGE THE SOUND

Say these words: **dim**, **not**, **van**. Then change the vowel sounds and name each picture below. Write each picture name.

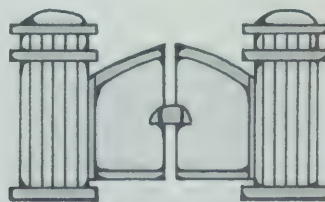


## ENDING SOUNDS

Say each picture name and listen for the last sound. In each word, write the letter that spells the last sound.



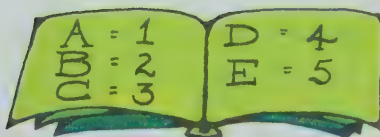
ca \_\_\_\_\_ e



ga \_\_\_\_\_ e



ki \_\_\_\_\_ e



co \_\_\_\_\_ e

make snake make take name game same flame chase  
cave gave state late grade trade blaze wave

1. Name the letters on the first and third beads.
2. Say the word that is made when the beads are strung together.
3. What vowel sound do you hear in the word?
4. What is the last letter in the word?

5. Link up the letters a and e with the letter groups below to make list words. Write the words.

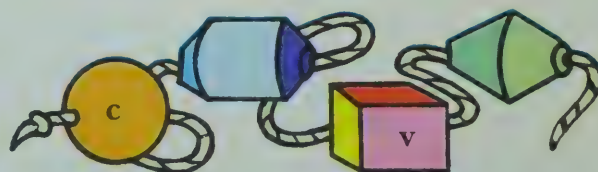
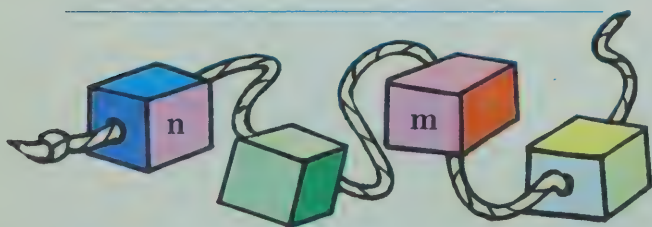
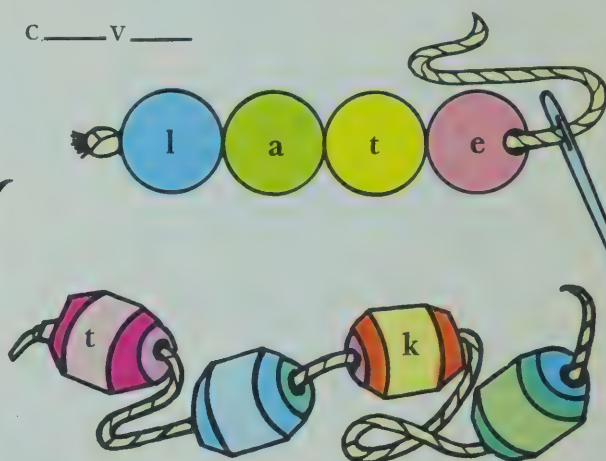
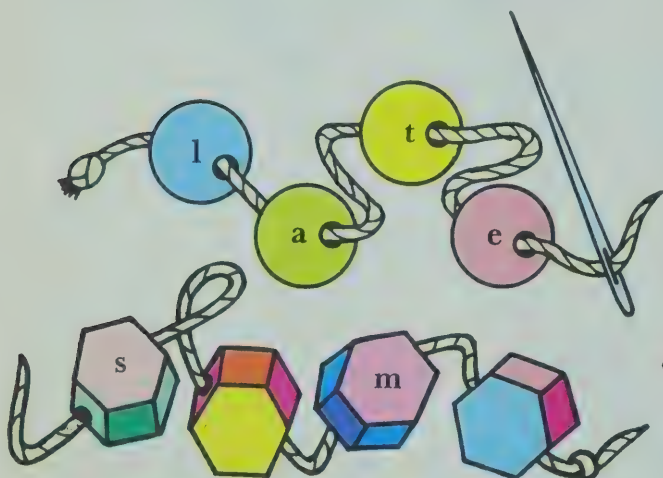
Example:

l \_\_\_ t \_\_\_

s \_\_\_ m \_\_\_ t \_\_\_ k \_\_\_ n \_\_\_ m \_\_\_

c \_\_\_ v \_\_\_

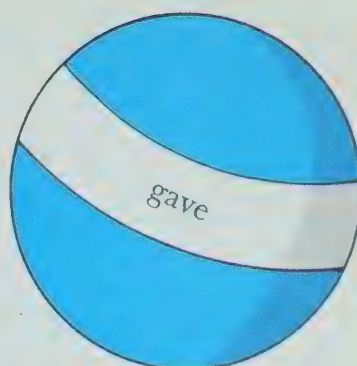
late



6. What long vowel sound do you hear in each word you wrote? What is the last letter in each word?

Write all the words you can think of that rhyme with list words.

# PLAY BALL



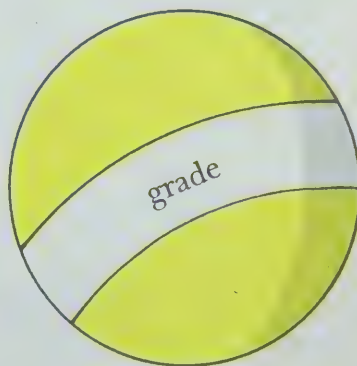
Ask two children to play ball with you.

Player 1: Name a colour.

Player 2: Say the word.

Player 3: Spell the word.

Everyone: Write the words on your paper.



make  
\_ \_

The long a sound in the middle of a word like  
**name** can be spelled **a-consonant-e**.

Circle the letters that spell the V-C-e pattern  
in **flame**, **chase**, **blaze**, and **wave**.

• four door floor •

# WRITE AND REVIEW

Practise each letter.

D D D

d d d

How are the letters alike?

D P d b a

Copy the sentence.

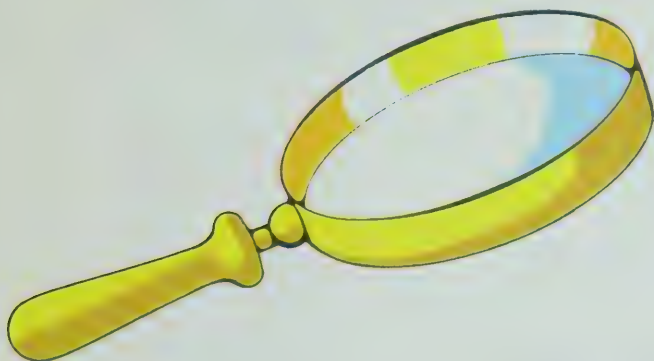
Drake took his  
snake for a ride.



# LOOK AGAIN

## CIRCLE THE WORD

Circle the word in each line that has the short a sound.



1	plane	plate	plan
2	cat	came	skate
3	make	made	mad
4	flame	flake	flat
5	snake	snap	shape
6	fake	fate	fat

Is there an e at the end of any word you circled?

## LOOK AHEAD

### NEW WORDS FROM OLD

Say the words below. Then add a final e to each word. Say the new words you made and write them below.

1. tap

5. cap

2. hat

6. mad

3. fat

7. can

4. rat

8. mat

five

time

life

like

five

mine

rice

nine

ride

side

slide

while

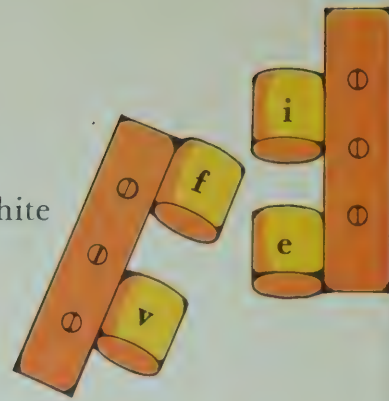
white

bite

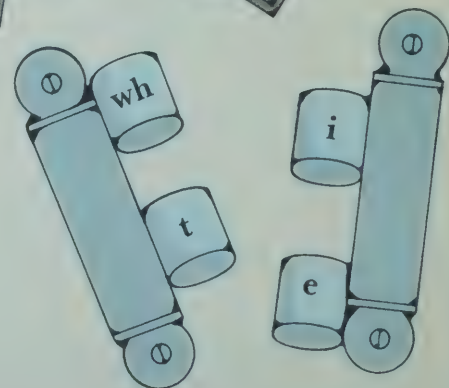
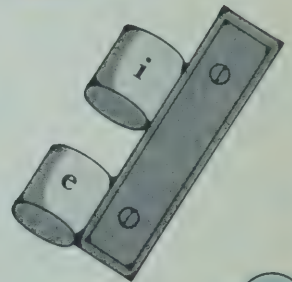
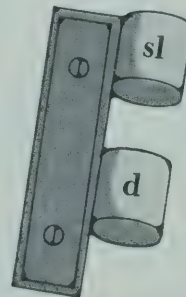
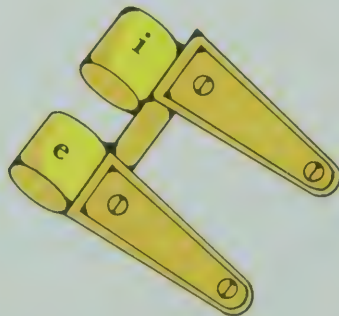
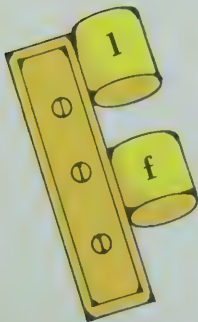
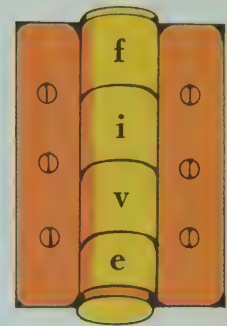
hive

tribe

kite



1. Name the letters on the right-hand hinge above.
2. Say the word that is made when the hinges link up.
3. What vowel sound do you hear in the word?
4. What is the last letter in the word?
5. Link up the hinges below. Say each list word you make. Write the words.



6. What long vowel sound do you hear in each word you wrote? What is the last letter in each word?

Write all the words you can think of that rhyme with list words.

## RHYME WORDS

The words **lime**, **dime**, and **time** are rhyme words. Write a list word that rhymes with each pair of words below.

1. lime time  
dime

4. ride  
slide

2. side  
slide

5. fine  
mine

3. line  
nine

What vowel sound do you hear in each word you wrote?

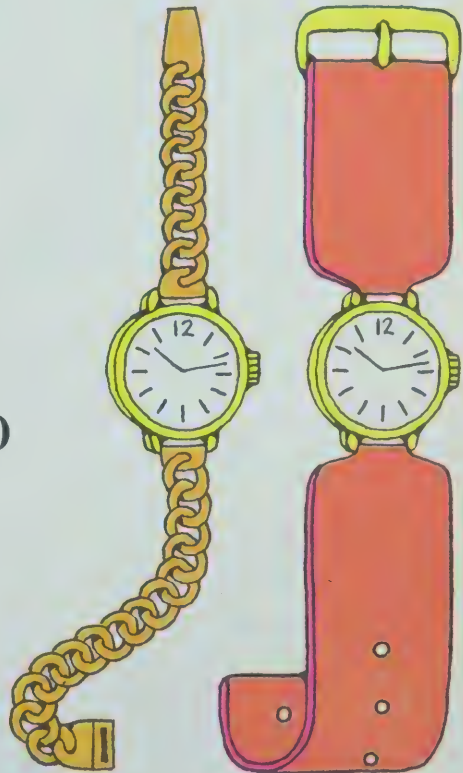
## SWITCHEROO

Make list words by switching the letters **i** and **e** for the letters **a** and **e**.

1. whale while

2. lake l \_\_\_\_\_ k \_\_\_\_\_

3. race r \_\_\_\_\_ c \_\_\_\_\_



five

The long **i** sound in the middle of a word like **ride** can be spelled **i-C-e**.

Circle the letters that spell the V-C-e pattern in **bite**, **hive**, **tribe**, and **kite**.

• was what want •

# WRITE AND REVIEW

Practise each letter.

V V V V

V V V V

X X X X

X X X X

How are the letters alike?

V X W V X W

He did a dive  
At half past five,  
And then at six  
He did some tricks.

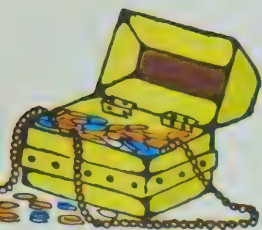
Read the poem. Write the words  
that rhyme with **dive** and **tricks**.



# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.



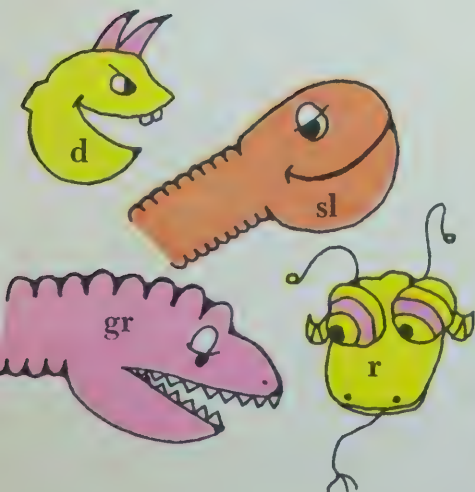
rid <sup>1</sup>	ride <sup>2</sup>	slide <sup>3</sup>	slid <sup>4</sup>	dime <sup>5</sup>
				dim <sup>6</sup>
				hid <sup>7</sup>
bite <sup>12</sup>	bit <sup>11</sup>	quite <sup>10</sup>	quit <sup>9</sup>	hide <sup>8</sup>

# LOOK AHEAD

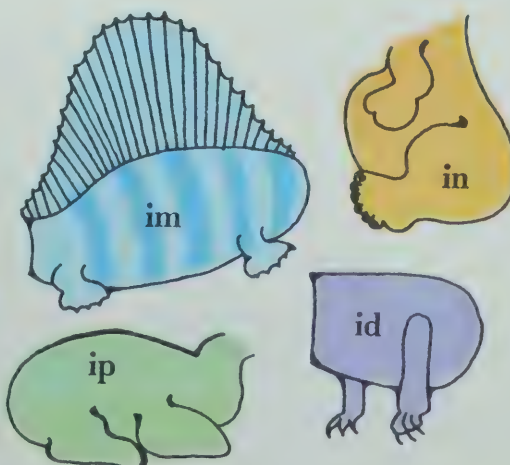
## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

### Heads



### Bodies



### Tails



hope

rope

hope

bone

code

robe

woke

zone

choke

joke

smoke

close

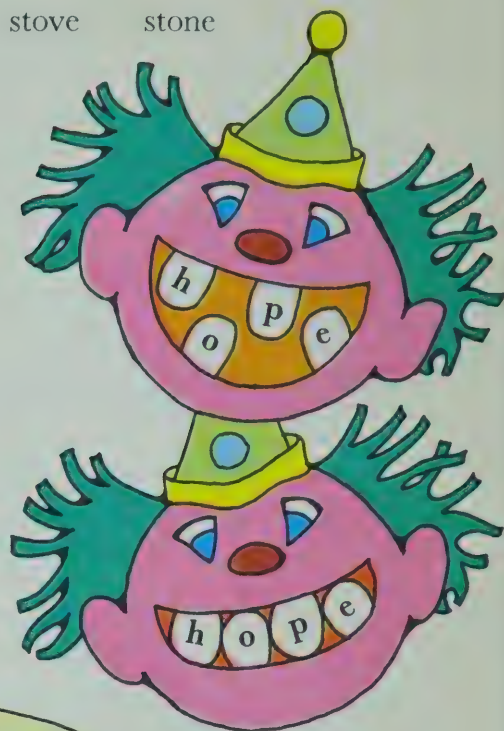
those

stove

stone

hose

1. Name the letters on the top teeth.
2. Say the word that is made when the teeth link up.
3. What vowel sound do you hear in the word?
4. What is the last letter in the word?
5. Link up the teeth below. Say each list word you make. Write the words.



6. What long vowel sound do you hear in each word you wrote? What is the last letter in each word?

Write all the words you can think of that rhyme with list words.

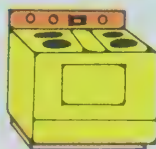
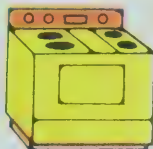
# MORE THAN ONE

Name each list word and the picture below it. Write each picture name below each word.

1. rope

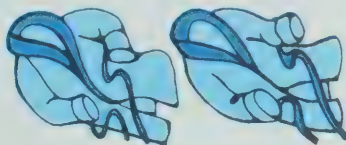
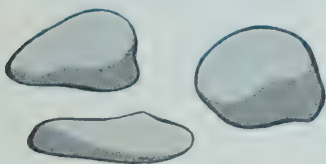
2. stove

3. bone



4. stone

5. robe



## FINISH THE CARTOONS

Say each word. Write the long o words that complete the story.

joke jack

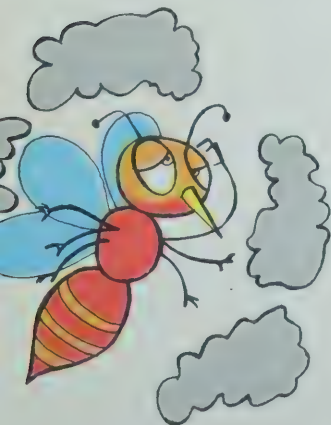
It's no

class close

to get too

sock smoke

to the



The long o sound in the middle of a word like **bone** can be spelled **o-C-e**.

Circle the letters that spell the V-C-e pattern in **zone**, **choke**, and **hose**.

any many anything

# WRITE AND REVIEW

Practise each letter.

J J J

j j j j

How are the letters alike?

J j j g



Copy the sentence.

Jake heard a  
funny joke.

# LOOK AGAIN

## CIRCLE THE WORD

Circle the words in each line that have the long vowel sound.



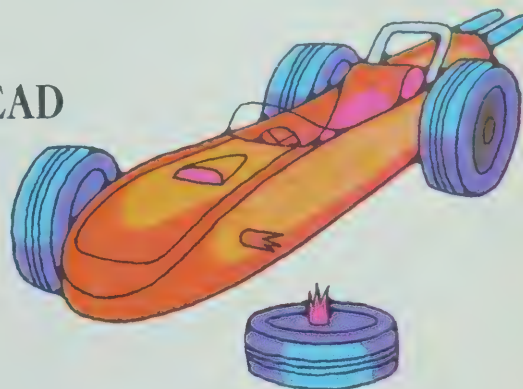
1.	hop	hope	slope	slop
2.	at	ate	mad	made
3.	bit	quit	quite	bite
4.	rob	rode	robe	rod

What letter do you see at the end of every word you circled?

## LOOK AHEAD

### NEW WORDS FROM OLD

Use either an **a** or an **i** to make new words from the words below. Say the words you make and write them below.



1. wove

wave

2. wrote

write

3. woke

4. rode

5. coke

6. broke

7. spoke

8. drove

fuse

cute mule huge fume Yule fuse use cube

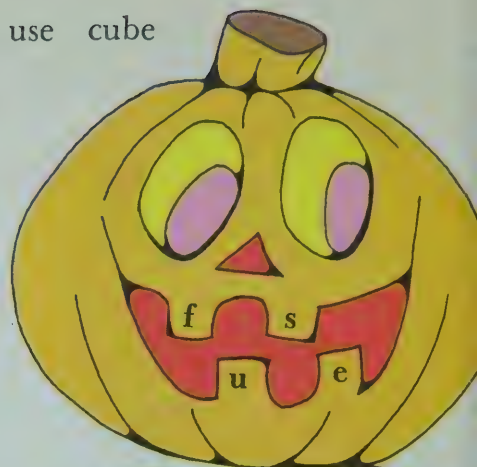
see

tree bee see three free fee flee

1. Name the letters on the pumpkin.
2. Say the word that is made when the pumpkin teeth link up.
3. What vowel sound do you hear in the word?
4. What is the last letter in the word?
5. Link up the letters **u** and **e** with the letter groups below to make list words.

f \_\_\_ m \_\_\_ Y \_\_\_ l \_\_\_

h \_\_\_ g \_\_\_



6. What long vowel sound do you hear in each word you wrote? What is the last letter in each word?

Write all the words you can think of that rhyme with list words.

# FINISH THE CARTOONS

Write list words to complete the sentences in the cartoons.

1. I am a mule.

I think I am \_\_\_\_\_.



2. I am a tiny \_\_\_\_\_.



I can fly higher than a \_\_\_\_\_.

## WORD BUILDING

Build list words by adding the same vowel letter twice to the unfinished words below.

1. s ee 2. f \_\_\_\_\_

3. b \_\_\_\_\_ 4. fr \_\_\_\_\_ 5. tr \_\_\_\_\_ 6. thr \_\_\_\_\_

What vowel sound do you hear in each finished word?

fuse

The long **u** sound in the middle of a word like **cute** can be spelled **u-C-e**.

see

The long **e** sound at the end of a word like **tree** can be spelled **ee**.

Circle the letters that spell the V-C-e pattern in **use** and **cube**.  
Circle the letter that spells the vowel sound in **flee**.

• mother father children •

# WRITE AND REVIEW

Practise each letter.

G C G G

g c g g

How are the letters alike?

G C g j



Copy the sentence.

Georgie the mule  
raced the big bee.

## LOOK AGAIN

### MATCHO

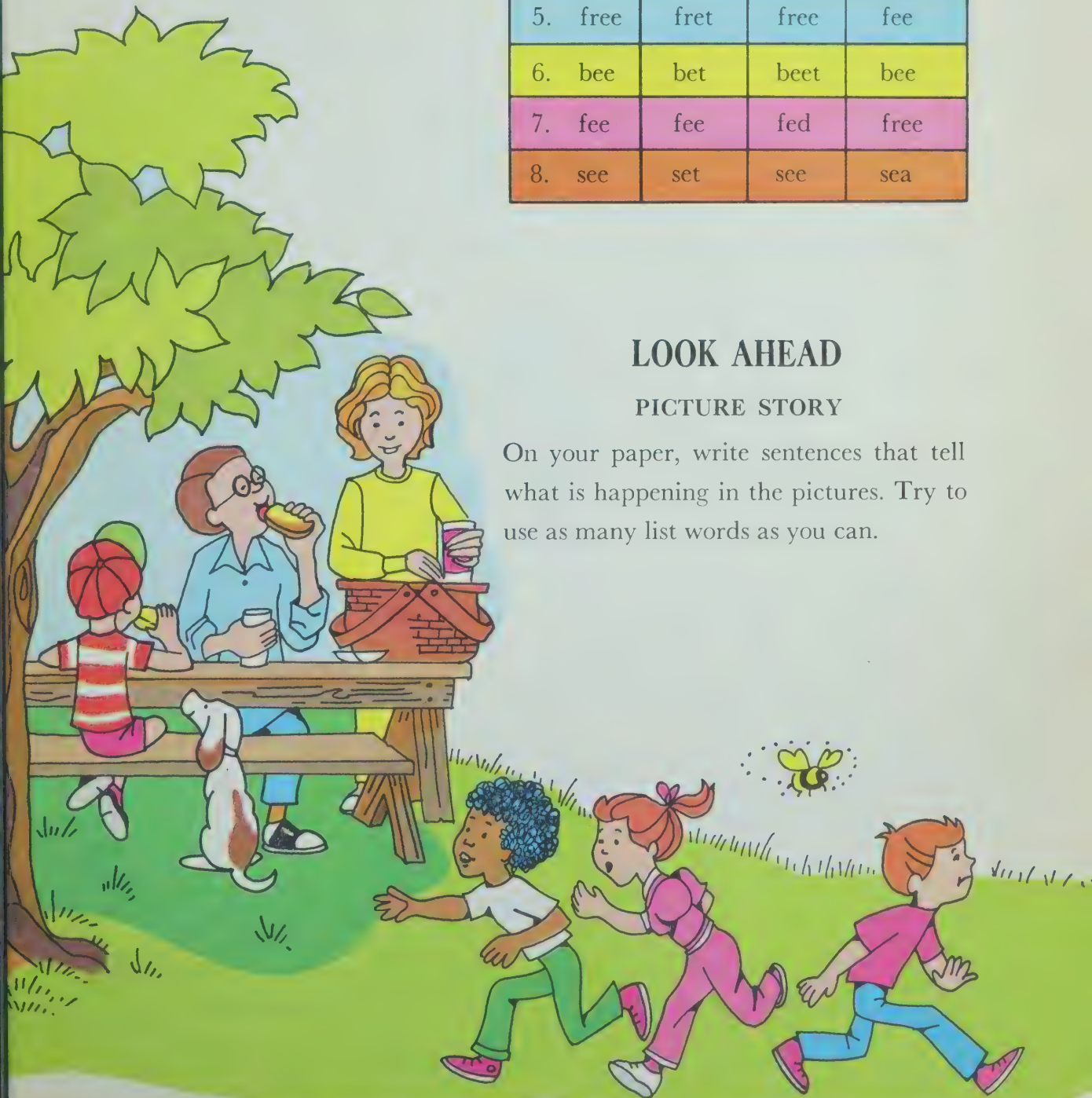
Circle the word in each line that is spelled the same as the first word.

1. fuse	<u>fuse</u>	fist	fast
2. huge	hurt	hate	huge
3. fume	fame	fine	fume
4. cute	cut	cute	cape
5. free	fret	free	fee
6. bee	bet	beet	bee
7. fee	fee	fed	free
8. see	set	see	sea

## LOOK AHEAD

### PICTURE STORY

On your paper, write sentences that tell what is happening in the pictures. Try to use as many list words as you can.



my

my

by

why

try

cry

dry

fly

sky

sly

spy

baby

happy

funny

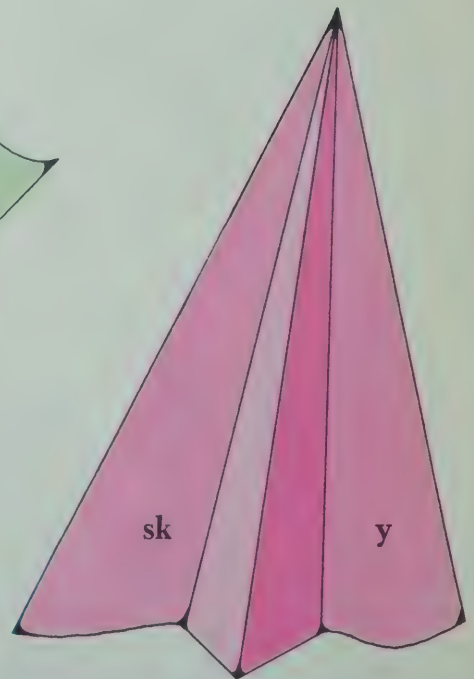
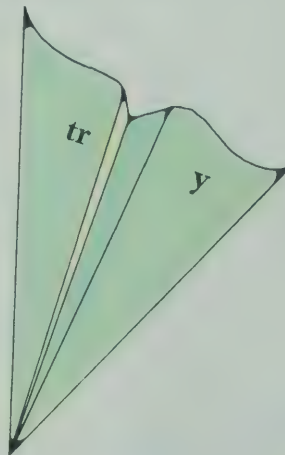
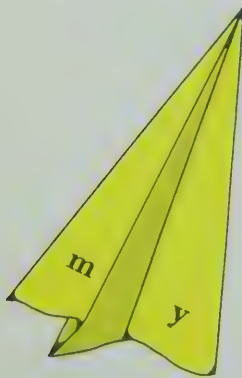
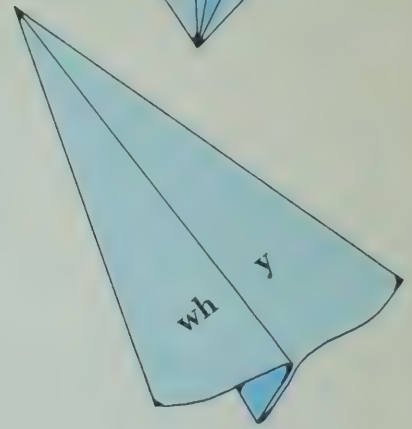
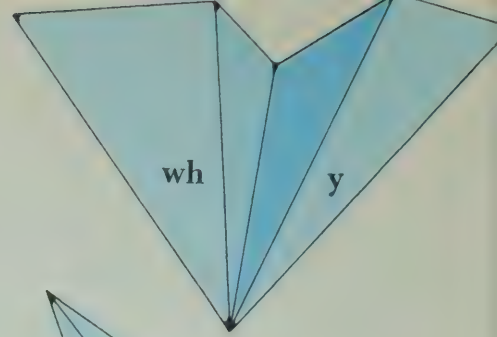
candy

baby

taffy

fancy

1. Name the letter on the right-hand side of the blue airplane.
2. Say the word that is made when the airplane links up.
3. What vowel sound do you hear in the word?
4. What letter stands for that vowel sound?
5. Link up the airplanes below. Say each word you make. Write the words.




---



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---



---

6. What long vowel sound do you hear in each word you wrote? What letter stands for that sound?

Write all the words you can think of that rhyme with list words.

# PLAY BALL



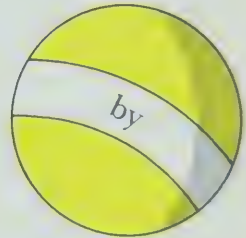
Ask two children to play ball with you.

Player 1: Name a colour.

Player 2: Name the word.

Player 3: Spell the word.

Everyone: Write the words on your paper.



## TRACK DOWN

Look at the two words below. Do you know two meanings for each word?

1. fly

2. cry

Go to your spelling dictionary and track down both of the words. Be ready to tell the class about both meanings of each word.

my

The long **i** sound at the end of a one-part word like **fly** is usually spelled **y**.

baby

The long **e** sound at the end of a two-part word like **funny** is usually spelled **y**.

Circle the letter that spells the last vowel sound in **sly**, **spy**, **taffy**, and **fancy**.



does

done

love



# WRITE AND REVIEW

Practise each letter.

Y Y Y

y y y

How are the letters alike?

Y K y v




Copy the sentence.

Yes, the candy hill  
hits the sky.

# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.

drip <sup>1</sup>	dry <sup>2</sup>	flee <sup>3</sup>	fly <sup>4</sup>	fry <sup>5</sup>	free <sup>6</sup>	babe <sup>7</sup>
						baby <sup>8</sup>
						my <sup>9</sup>
try <sup>14</sup>	tree <sup>13</sup>	by <sup>12</sup>	be <sup>11</sup>	me <sup>10</sup>		

# LOOK AHEAD

## PICTURE RIDDLES

Think of words that end in y to name the pictures below.\* Write

the words. (Hint: The answers will not be list words.)

1.



2.



3.



5.



4.



6.



army

## NAME THE PICTURES

1. Write the picture name that has the long **a** sound.

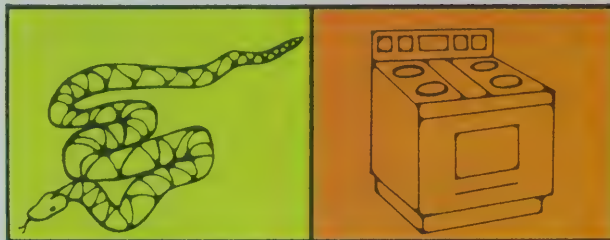
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2. Write the picture name that has the long **i** sound.

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3. Write the picture name that has the long **o** sound.

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4. Write the picture name that has the long **e** sound.

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---



---



5. Write the picture name that has the long **i** sound.

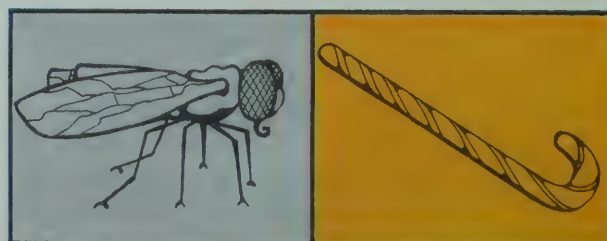
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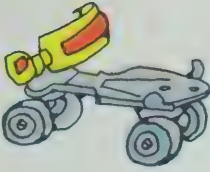
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# PICTURE NAMES

Name each pair of pictures on this page. Write the V-C-e spellings in each pair of picture names.

1.



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---

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2.



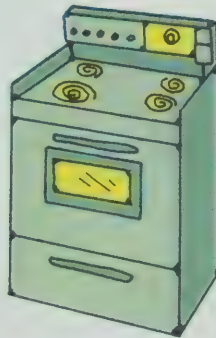
5

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3.

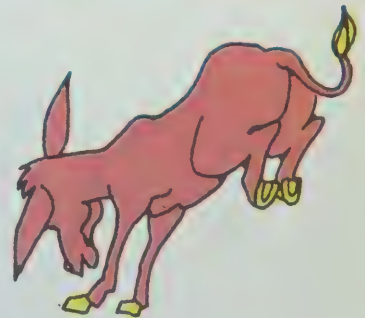


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4.



Can you write the names of any of the pictures on this page? How many can you write?

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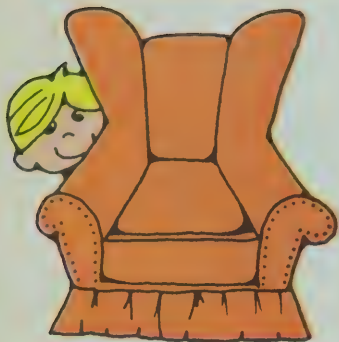
# PUZZLE SOUNDS

page nice sixty fume spoke cube army coke wife gate

1. I am in **lake**, **cage**, and **race**. What vowel sound am I? Which words on the list have the same sound? Write the words below.



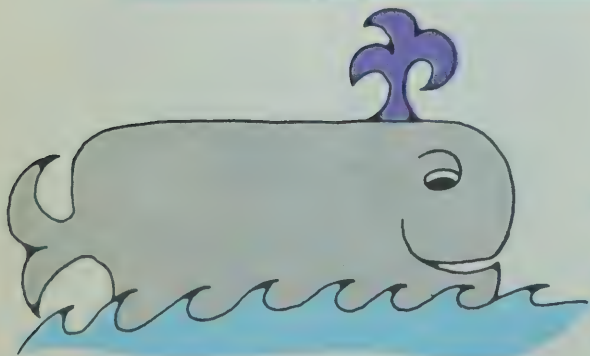
2. I am in **hike**, **hide**, and **bike**. What vowel sound am I? Write the words from the list that have the same sound.



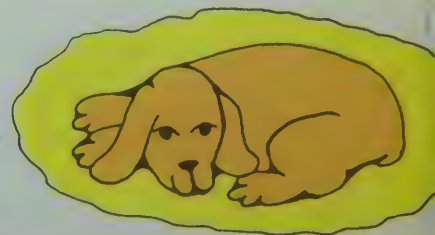
3. I am in **rose**, **home**, and **nose**. What vowel sound am I? Write the words from the list that have the same sound.



4. I am in **cute**, **mule**, and **huge**. What vowel sound am I? Write the words from the list that have the same sound.

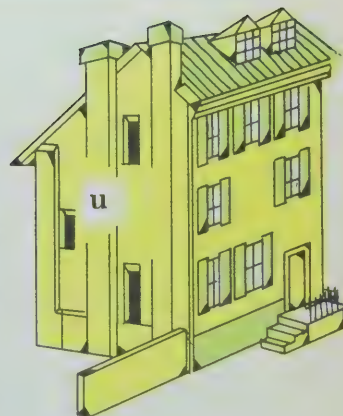
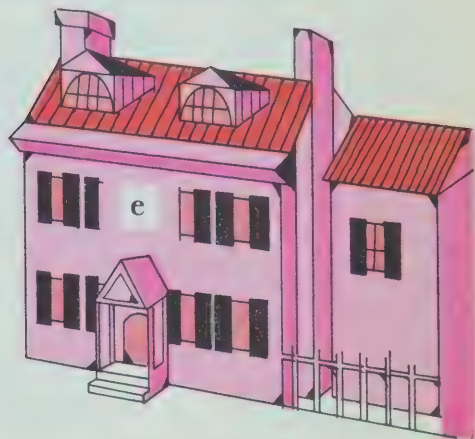


5. I am in **lady**, **story**, and **puppy**. What vowel sound am I? Write the words from the list that have the same sound.



# VOWEL HOUSES

Listen to the words your teacher says. Write each word next to the house where it belongs.



bee hive

dishrag

bedtime

bagpipe

myself

beehive

fireman

inside

hillside

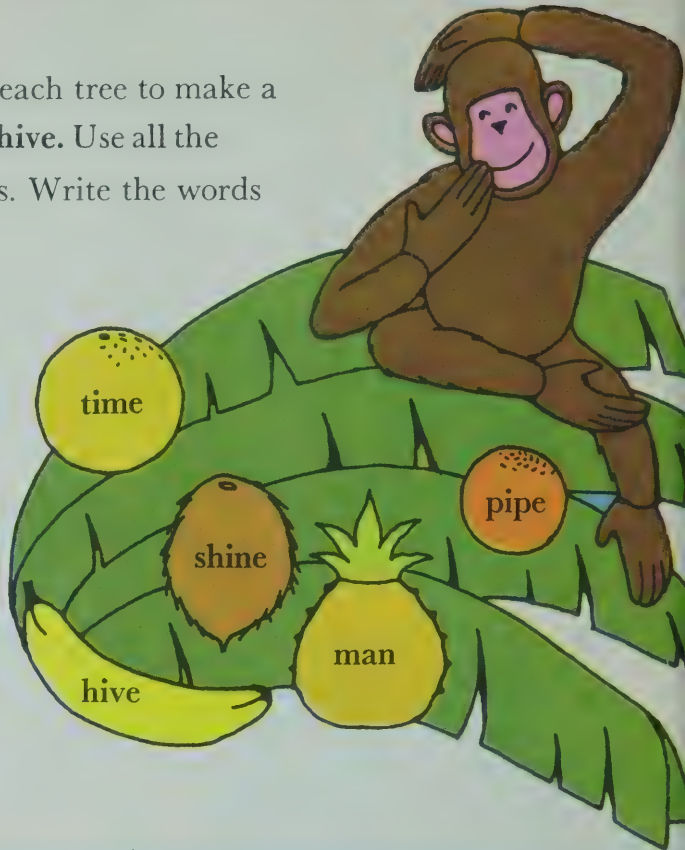
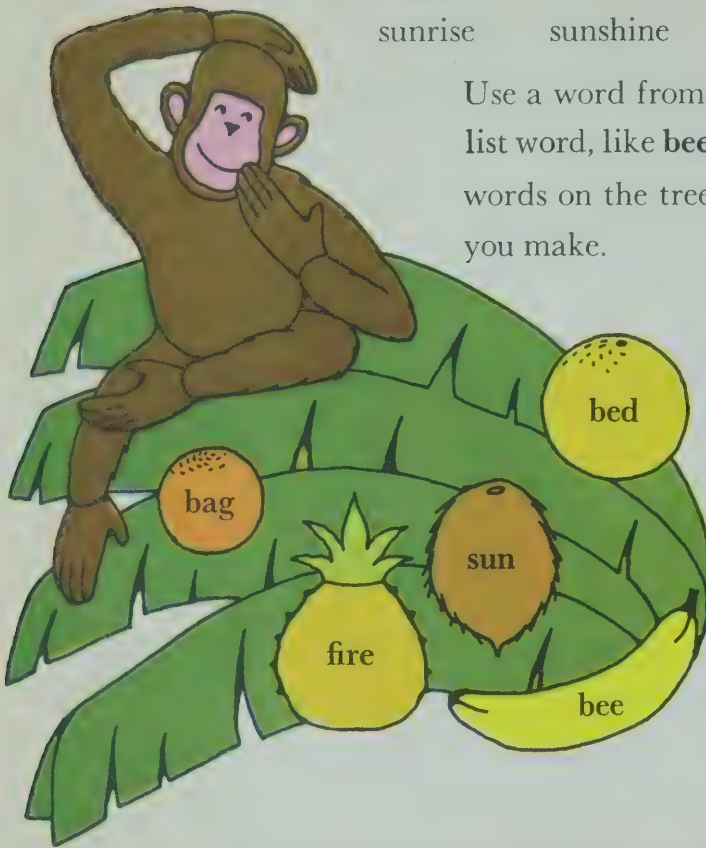
uphill

makeup

sunrise

sunshine

Use a word from each tree to make a list word, like **beehive**. Use all the words on the trees. Write the words you make.



Say the words you wrote. Can you hear two small words in each word?

## WORD BASKET

Say the words in the basket. Then put the words together to make list words. Use each word only once. Write the words you make.



## FINDING WORDS

Say each word below. Can you hear more than one word in each? Write the words inside each word below.

1. inside

in side

2. hillside

3. sunrise

bee hive

A new word can be made by putting two words together.

• friend never wear •

## WRITE AND REVIEW



Write the list words that will finish the sentence.

He played a

\_\_\_\_\_ for the

\_\_\_\_\_, near a

\_\_\_\_\_ on the

\_\_\_\_\_.

## LOOK AGAIN

### HOW MANY WORDS?

Say each word below. Circle the words that are made of two smaller words.

- |            |          |             |
|------------|----------|-------------|
| 1. bedtime | 3. time  | 5. sun      |
| 2. myself  | 4. shine | 6. sunshine |

### CIRCLE THE WORDS

When your teacher says one of the words, listen for the two words inside. Circle each of the two words.

- |             |            |             |
|-------------|------------|-------------|
| 1. uphill   | 3. dishrag | 5. fireman  |
| 2. hillside | 4. makeup  | 6. sunshine |



## LOOK AHEAD

### WORD FAMILIES

In the word family below, every word is made by adding a different word to **sun**:

sunshine, sunrise, sunbeam, suntan,  
sunburn, sunflower, sunlight.

Add words to each word below to write three more word families. Make each word family as large as you can.

- |       |         |        |
|-------|---------|--------|
| 1. up | 2. ball | 3. out |
|-------|---------|--------|





Copy the sentence.

The quick brown  
fox jumps over  
the lazy dog.

windy

*windy*

On a windy day,  
In my windy way,  
I push with all my might.  
I make things slant,  
Then howl and chant,  
From morning on 'til night.

*i i**u u**w w*



*ee ss rr tt*

*rest see set*

*is it us wet*

*tree trust*



aa oo cc dd

late dress

at cat red

cute code

cross trade



l l b b h h k k

take

black

bad

had

clock

woke

bee

hillside



v v

n n

m m

y y

x x

z z

men

cave

try

trombone

box

whiz



g g j j p p

q q f f

fun

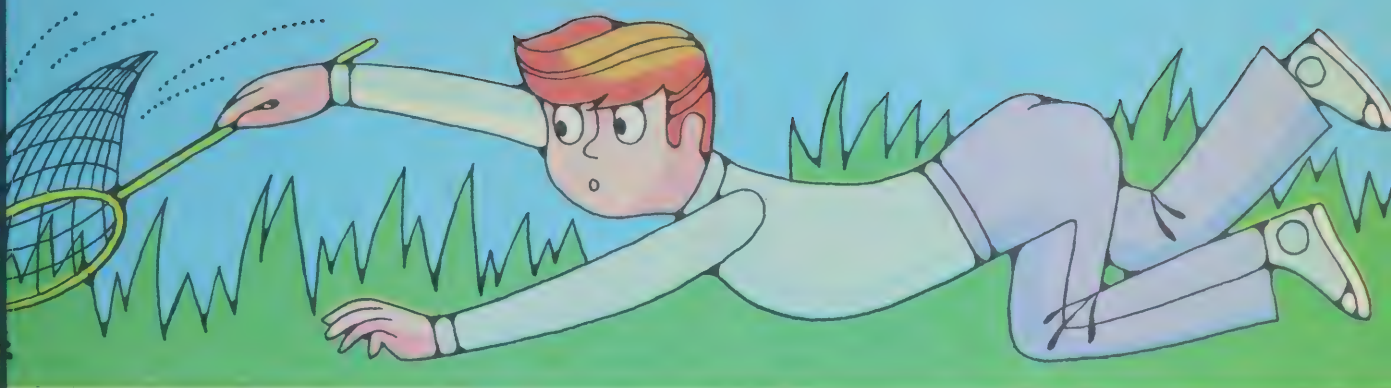
frog

grass

joke

quilt

plan



Aa Oo Dd

Cc Ee

Ann Dick

Carol Otto

Diana Edward



N n M m H h

K k W w

Wendy Harry

Nick Mrs. Hill

Kate Mr. Hill



Vv

Uu

Yy

Xx

Zz

Victor

Vicky

Ursula

Yvonne

Xavier

Zane



Pp Rr Jj

Ll Qq

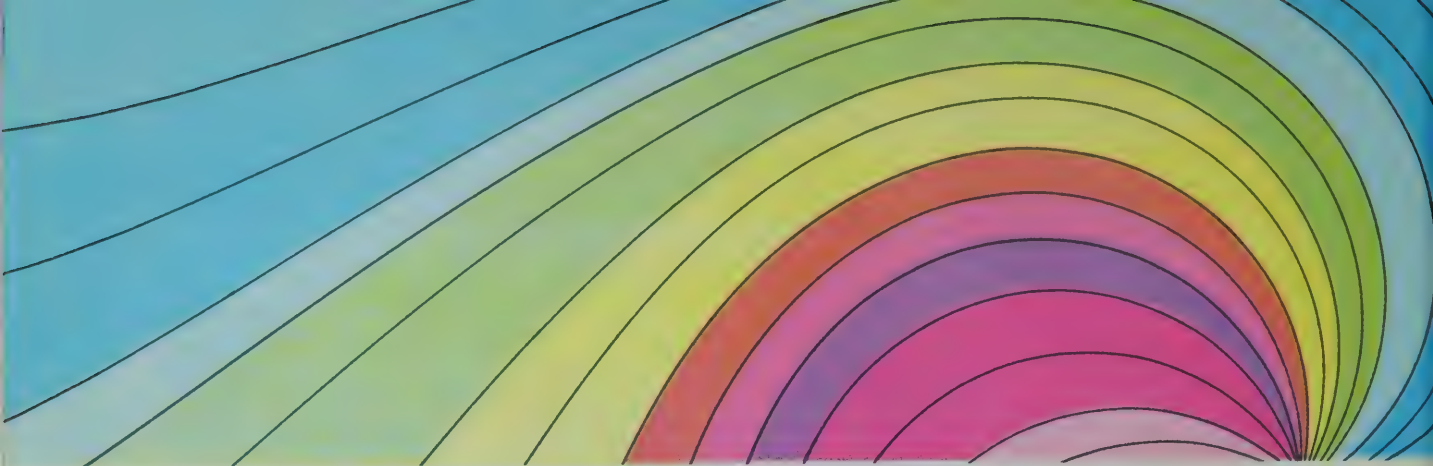
Pat, Ray, Liz,  
and Joe went to  
visit Quentin.



T T F F I I

B B G G S S

Tom, Fred, Beth,  
and Irene are  
in a class play.



## CURSIVE SMALL LETTERS

a b c d e f g h i

j k l m n o p q

r s t u v w x y z

## CURSIVE CAPITAL LETTERS

A B C D E F G H I

J K L M N O P Q R

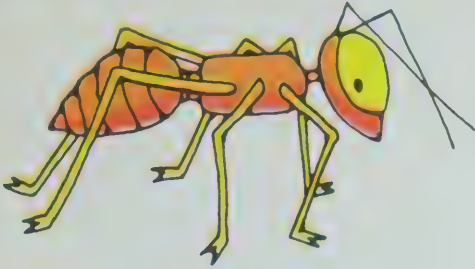
S T U V W X Y Z

# SPELLING DICTIONARY

ant

A

**ant** a tiny insect with six legs that lives in the ground. The **ant** carried away the crumb.



B

**bear** a large forest animal that has fur. The **bear** was eating honey.



**bee** an insect with a stinger and four wings that make a buzzing noise. The **bee** stung my toe.



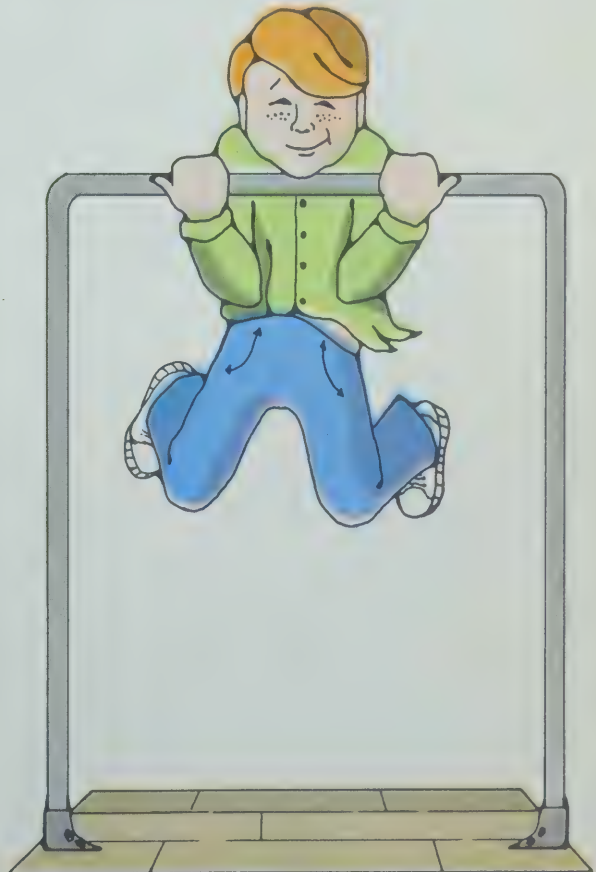
chin

C

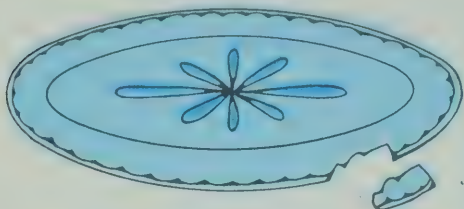
**cat** a small, furry animal that is often a pet. Craig's **cat** had white paws.



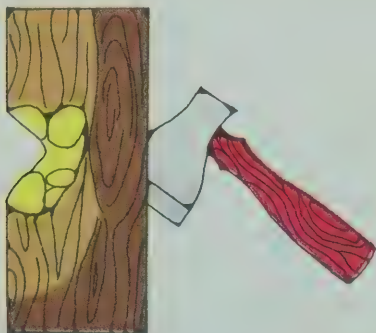
**chin** 1. the part of the face below the mouth. Sidney bumped his **chin** on the door. 2. to pull oneself up and touch the **chin** on the bar. Joey can **chin** himself sixteen times.



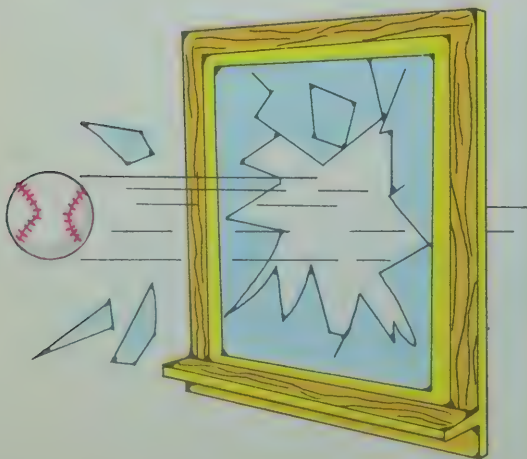
**chip** 1. to break small pieces off dishes, wood, and other things. Did you **chip** that plate? 2. a small, thin piece of food or candy. Let me have a potato **chip**.



**chop** 1. to cut into pieces. Wade likes to **chop** wood. 2. a small cut of meat attached to a rib bone. Mother cooked a lamb **chop** for my dinner.



**crash** 1. a loud noise. The glass fell with a **crash**. 2. to smash into something. I saw the ball **crash** through the window.



**cry** 1. to shed tears. Babies **cry** a lot. 2. a loud call. I heard a **cry** for help.



## D

**deer** a fast-running animal that eats grass. The **deer** was in the forest.



## F

**flash** 1. to send a short burst of light. We saw lightning **flash** across the sky. 2. to pass quickly. Did you see the rabbit **flash** through the garden?



**fly** 1. a household insect with wings. Swat the **fly**. 2. to move through the air. Jets **fly** above clouds.



**fox** a small, wild animal like a dog. The **fox** hid from the dogs.



## M

**mole** a small animal that lives underground. My pet **mole** can't see very well.



## P

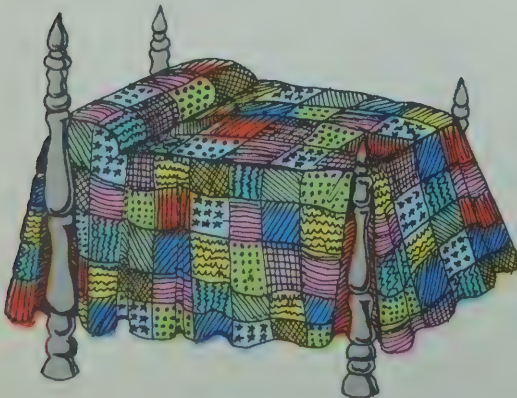
**plant** 1. to place in the ground. We will **plant** some seeds. 2. a living thing that has roots and green leaves. Which **plant** in my garden do you like best?

**punch** 1. to hit with the fist. He was going to **punch** me. 2. a drink made by mixing different liquids together. Joel had six glasses of fruit **punch** at the party.



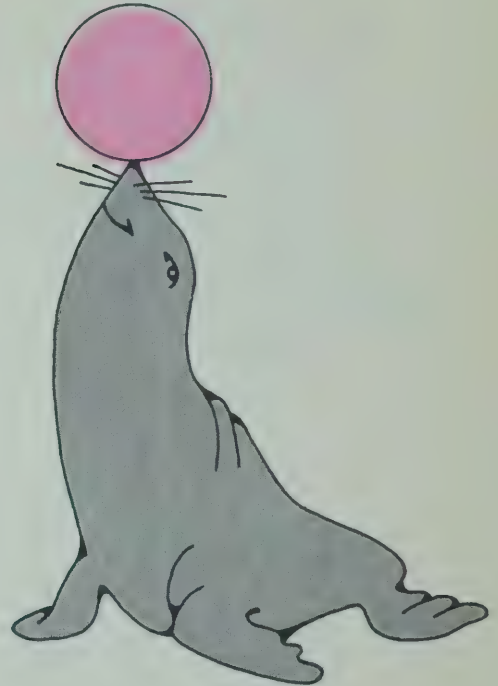
## Q

**quilt** 1. a bed cover made of two cloth layers with padding in between. Martha made a **quilt**. 2. to stitch in layers with padding in between. Susan will **quilt** the skirt.



## S

**seal** a sea animal with four flippers. The **seal** had tough skin.



**shark** a large fish that sometimes attacks people. A **shark** was following the boat.



**ship** 1. an ocean-going vessel that is larger than a boat. The **ship** sailed to England. 2. to send by ship, plane, truck, or train. Should we **ship** our furniture to England?



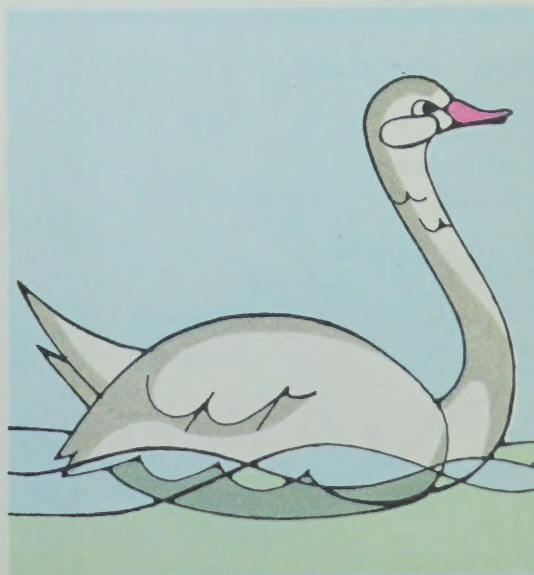
**skunk** a small, black and white animal that sprays a bad-smelling liquid when scared. The **skunk** followed me home.



**shop** 1. a store. Jane bought some gum in the candy **shop**. 2. to buy things. Tom wants to **shop** for a bike.



**swan** a large bird with a long neck that lives on the water. The **swan** was all white.



**swing** 1. to move back and forth.  
Walt likes to **swing** on the rope.  
2. a seat hung from ropes. Arlene  
is sitting in the **swing**.

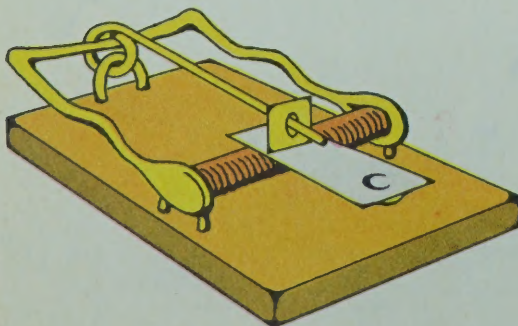
**trunk** 1. the main stem of a tree.  
The squirrel raced up the tree **trunk**.  
2. the nose of an elephant. The  
elephant used his **trunk** to reach  
the peanut.

## T

**tar** a black, sticky liquid. The road  
is covered with **tar**.



**trap** something used to catch and  
hold animals. Joey made a **trap** to  
catch mice.



## Z

**zebra** a horselike animal with black  
and white stripes that comes from  
Africa. The **zebra** ran from the lion.



39361017 CURR

THE BASIC  
SKILLS IN  
HANDWRITING

Sept.



May

Final

Teacher's  
Rating

1. Size

2. Shape

3. Spacing

4. Sitting on  
the base  
line

5. Style

Once a month you will check your handwriting.  
Your teacher will help.

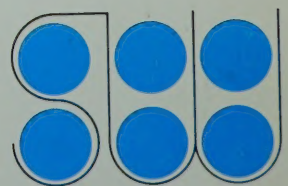
If you use a skill well, color the square blue.

If you need to practise a skill, color the square red.

- |                                   |   |
|-----------------------------------|---|
| 1. Size                           | Make capital and tall letters almost a full space high. Make small letters a half space high.   |
| 2. Shape                          | Make your letters look like the models. Make straight letters straight and round letters round. |
| 3. Spacing                        | Between words, leave a space as wide as one of your finger tips or the width of small o.        |
| 4. Sitting on<br>the base<br>line | Make all letters touch the base line.   |
| 5. Style                          | Keep your work neat and clean. Keep correct margins. Do not erase or write over letters.        |

I can write well.

**B14434**



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